Jimma University

College of social sciences and Humanities

Department of English Languageand Literature

M.A in Teaching English as a Foreign Language (TEFL)

Factors that affect Students' Participation in English language classroom: the case of Grade 10 students at Biftu Gawo High School

By

Eyasu Tefera

A Thesis submitted to the Department of English Language and Literature in Partial Fulfillment of the Requirements for Master of Art Degree in Teaching English as Foreign Language (TEFL)

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Declaration:

I, the undersigned student, hereby declare that this research thesis is my original work, which has not been presented for a degree in this/elsewhere university. All sources of materials used for this study was fully acknowledged.

Name: _Eyasu Tefera_____

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Date: _15 / 06 / 2013_____

Approval sheet:

This thesis research work was conducted under my supervision and fulfills all requirements of research standard of the program. I hereby approve the submission of this thesis for examination.

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Acknowledgments

My heartfelt gratitude goes to my principal advisor, Dagne Tiruneh (MA,Associate Professor of TEFL) and co-advisor Tesfaye Gebeyehu (PhD of Applied Linguistics. Their scholarly advice, constructive comments and valuable suggestions were of great help in completing this study. Their friendly treatments and encouragements should also be acknowledged.

In addition, this research would not have been possible without the cooperation of lots of other individuals. In particular, I owe an immense debt of gratitude to the teachers who were volunteered to take part in the study. I was very fortunate that they invite me into their classrooms. Thanks are also due to grade ten students of Biftu Gawo high school. Their enthusiasm and cooperation made carrying out this study a pleasure. Furthermore, I am grateful to thank the Gawo Kebe woreda education office experts, as well as the schools' principals for their cooperation in carrying out this research.

At the last, but not least my special thanks goes to my wife Alemnesh Namomsa and my brother (Temiru Tefera) for their day to day follow up, moral and financial support during my stay at university in general and conducting this research in particular.

Abstract

The central intention of this research was to explore students' participation in English language the case of grade 10 at Biftu Gawo high school which is found in Kelem Wollega zone Gawo Kebe district. To attain this objective, a descriptive survey research design was employed. The sample consisted of 6 English language teachers and 64 students drawn from 640 grade 10 students of the respective school. Purposive sampling technique was used to select the target school while comprehensive and stratified sampling techniques were employed to select the sample teachers and students. In order to collect data from the participants, questionnaires and semi-structured interviews were administered. Then, the data obtained using these tools were presented, analyzed and interpreted both quantitatively and qualitatively. The data obtained from the questionnaires and the interview, were presented and analyzed independently. Then, all the results of the items from these tools were triangulated at the discussion section. Information on what EFL teachers and students hold towards how students participate in classroom and what factors impede students' classroom participation in EFL classroom were obtained through the questionnaire and in-depth interview of teachers and students. The research findings indicated that a considerable number of students were reluctant to participate due to many causes such as low English proficiency, fear of speaking in front of others, negative evaluation, shyness, lack of confidence and preparation, and fear of making mistakes. All in all, from the comparison of the male and female students' participation, all these factors prevent the students to participate. Based on the findings teachers should improve students' participation by devoting time and thought to shaping the environment and planning each class session. Certainly, this study is not sufficient and consequently, further research will be conduct to cover all aspects of this issue in order to seek strategies for surmounting among EFL high school students.

Table of Contents   **page**

Contents

Lists of Tables **page**

List of Abbreviations

EFL	English as Foreign Language
ELT	English Language Teaching
ESL	English as Second Language
MOE	Ministry of Education

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

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 only one of the world languages, but also it is taught in Ethiopia at all schools and higher institutions. It is a medium of instruction from high schools to higher learning institutions. Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language (Ur, 1996).

The linkage between students' classroom participation and their academic achievement is undeniable (Lim, 1992). Studies have shown that when students participate actively in class, their academic achievement seems to be higher than that of those who are passive in class participation. Classroom participation is the way students involve themselves in learning. Some students prefer to overtly speak and participate orally in the class while others may just sit and follow what is happening in the class without being particularly active in the session (Weaver and Qi, 2005). It is strongly believed that students who actively participate in the learning process learn more than those who do not. Some of the provided justifications for such strong claim are that active participation can facilitate both the retention of information and critical thinking (Garside, 1996). Garside added that if the students have the opportunities to be involved in instructional process, they will probably be critical thinkers.

Dancer and Kamvounias (2005) defined participation as an overall student engagement in instructional process and divided this instructional process into five interrelated categories. These are preparation, contribution to discussion, group skills, communication skills, and attendance.

To engage students in participation in a classroom is an important method of teaching. It provides the students opportunity to receive input from fellow students to apply their knowledge and to enhance public speaking skills.

From the participation, teachers can get a more accurate idea that what is the understanding level of students about the concept being taught (Maznevski 1996). In supporting these ideas, Rocca (2010) stated that the more the student participate in class, the more they engage in higher levels of thinking, analysis, and synthesis. Dancer & Kamvounias, (2005) also added that students who participate in a classroom instruction show sustainable improvement in their communication skills.

Tatar (2005:338) confessed that classroom participation essentially refers to "behaviors, such as the number of times a student initiates an interaction or asks a question." Wright (2014) also pointed out that classroom participation refersthe actively participation of students in the classroom activities.

According to Marija Susak (2016) classroom participation has always been a critical factor in yielding positive learning outcomes for students and further developing their abilities. Classroom participation also allows students to build on their knowledge, demonstrate they have understood the curriculum, develop confidence, and apply theory.

Participation is an important tool to help students grow in the learning process (Vandrick, 2000). The importance of students' participation is also stressed by Jackson (2002) who contends that participation provides the setting in which students can construct and shape identities as members of the classroom. Moreover, research has shown that participation in classroom activities is important in order for effective learning to take place (Tsui, 1996).

Classroom participation allows students to build their knowledge, demonstrate what they have understood about the curriculum, develop confidence, and apply theory. It teaches students to think critically (Garside, 1996) and engage in dialogue with their colleagues and teachers by providing informed arguments based on information retained. Rocca (2010) stated that the more students participate, the less memorization they do, and the more they engage in higher levels of thinking, including interpretation, analysis, and synthesis.

. The communication between student and student, student with teacher in a classroom will stimulate learning and makes both the teacher and students feel satisfied, which eventually leads to effective learning.

According to Wade (1994), most students can obtain the benefits such as the enjoyment of sharing ideas with others and learn more if they are active to contribute in class discussion. Jones (2008) also pointed out that participation also promotes sharing and contractual application of knowledge. A proposition connected to the idea that learning is not just done by one student but also by interaction with others as well.It is believed that, successful participation of students in a classroom provides an opportunity to explore ideas and share experience with other students and teachers.

In general, students' participation in the classroom can take place through two communication behaviors; that is verbal and nonverbal (Lee, 2005). Verbal or oral participation refers to behaviors of speaking or giving opinions in the classroom, answering and asking questions or comments and taking part in the classroom discussions. Students who do not take the initiative to actively involve are usually considered as passive. In contrast, nonverbal participation is associated with behavioral responses during the class, including nodding their head, raising their hands, body movements and eye contact (Zainal, 2007).

Reluctance of the students to participate is one of the common problems experienced by English language learners. Gan (2012) claims that students who learn English as a second language (L2) are usually passive and reluctant to speak in a classroom; they have difficulties in communicating and getting themselves involved in any speaking activities conducted during the speaking lessons. Le Thi Mai (2011) asserts that students lack the confidence and are shy to speak in English as they are afraid of losing face in front of their classmates who are more proficient. The students' reluctance influences their participation in language learning and this situation can be considered as a major problem faced by many L2 learners(Mustafa et.al, 2010).

However, there are some obstacles to achieve classroom participation which may hinder students' effective communication. For instance, students do not participate in class because of their own personal fear of others regardless of the logistics of the classroom setting. Students' gender has also been one of the factors that affect students' classroom participation.

Karp and Yoels (1999) list out a number of factors that influence students' participation in class. Class size, shyness, poor preparation etc. are some of the factors inhibiting classroom participation. In contrast, a supportive attitude by the teacher, open questions to the class where the teacher looks for volunteers to respond increases students' participation.

Hence, the factors that affect students' participation in English classroom should be taken into account. Tsui (1998) indicated that numerous studies have been done very much on the amount of learners' participation, the negotiation of meaning between learners and their relation to second language acquisition.

1.2 Statement of the Problem

As it is mentioned in the background, participation in the EFL classrooms plays a crucial role for learners' achievement. However, there is a fact that many students can write and read English to some extent but they cannot speak fluently and correctly. Students are quite passive in English language classes. They do not actively participate in class activities. Students' classroom engagement and communication are more complicated than is often assumed. Students' silence can be a major concern for instructors who want students to orally participate in English language classes.

Certainly, students' participation can be affected by a variety of factors coming from teachers' side, students' side and others including classroom environment, types and contents of activities. In the classroom, students' participation is necessary for the progress of instruction.

The prominent factor that motivated the researcher to focus on the students' participation in English classroom was that engaging in classroom activities is one of the most problematic areas for students in the school where the researcher is teaching. Students often seem passive and reticent in English language classrooms; they did not respond to teachers' questions.

Besides, the other reason that motivated the researcher to embark on this topic is that the researcher's experience. Teaching English at Biftu Gawo high school for eleven years, the researcher observed that many students tend to speak Afan Oromo whenever they are out of earshot in EFL classroom. The researcher also recognized the fact that students did not produce answers unless they are called on.

Therefore, it is difficult to ascertain whether students have understood or learnt anything when the overwhelming majority does not ask questions to seek clarification and do not respond immediately to questions posed by teachers. English language teachers in Biftu Gawo high school also complained about students' low participation in English lesson.

These inspired the researcher to examine this phenomenon to better understand the factors of the students' reluctance to participate in the English language class and ultimately enhance the learning and teaching of oral English there by motivating the students.

Different studies have been conducted on students' participation in English language speaking lesson international or locally. For example, Hamouda (2013) discovered that a considerable number of students were reluctant to respond to the teacher and remained silent in oral English language classrooms.

DeWitt (2001) conducted the study in her classrooms. Her intention was to know how her behavior impacts participation from all students. She found that there was little difference between males and females in participation.Some research works are locally done in students' participation in speaking classes in different secondary schools and in universities in Ethiopia.

Among researches conducted locally concerning students' participation in English language speaking class Aberash (2005); Berhanu (2000); Tesfaye and Berhanu (2015), Dawit, Demise & Abebe (2008) can be mentioned.

Aberash (2005) conducted a study on grade 9 students' classroom participation in speaking activities through plasma T.V. Her findings showed that students' participation in speaking activities through plasma T.V. was low. She also demonstrated that there was a sign of disinterest in group discussion on the students' side.

In addition to this, Berhanu (2000) carried out a study on students' participation in group discussion and explored that there was a huge difference among students in terms of their verbal participation in group discussion. However, he hasn't study the students' participation as the whole class.

The other research which was conducted by Tesfaye and Berhanu (2015) was concerned with factors that hinder students' participation and it came up with the fact that lack of preparation, poor communications skills (language skills) and shyness were among the top reasons that hinder students' participation.

Similarly, Dawit, Abebe and Demise (2008) conducted a study on causes of students' limited participation in EFL classroom and identified a range of factors such as lack of self-confidence, lack of preparation, fear of making mistakes etc.

However, none of the above researchers made their studies on students' participation in EFL classrooms in relation to their achievements. The other thing that made this research work different from the above researches was the setting and the participants of the research. This study, therefore, was designed to fill the gap observed by students' participation during English language classes in relation to their achievement at Biftu Gawo high school grade 10 in focus.

On the basis of the stated problem; the following research questions were formulated

1.3 Research questions

1. What are the main factors that affect grade 10 students' participation in English language classes?
2. To what extent do students in grade 10 participate in English language classes?
3. What should teachers do to increase students' participation in English language classes?

1.4 Objectives of the Study

For this study the researcher formulated two objectives. These were general objective and specific objectives.

1.4.1. Main Objective

The overall objective of this study was to explore students' participation in in English language classes the case of grade 10 students at Biftu Gawo high school.

1.4.2. Specific Objectives

Specifically the study addressed the following objectives.

1 To identify the main factors that affect students' participation in English language classes.

2 To find out the extent to which students of grade 10 at Biftu Gawo high school participate in English language classes.

4 To explain what teachers should do to increase students' participation in English language classes?

1.5. Significance of the study

The research was aimed at investigating the male and female students' participation in speaking lesson in English language classroom of Biftu Gawo high school. Hence, the researcher believes that the findings of this study can be significant for the following beneficiaries. As effective classroom participation is important issue for teaching learning of English language speaking skill, it needs further investigation. As a result this study would be useful for both students and teachers to increase and promote active participation of students in EFL classroom. In addition, anyone who is willing to conduct further research on this area can use it as a reference.

1.6 Delimitation of the Study

This study was delimited in both the number of population involved in it and in its area of investigation. The population for the study was Biftu Gawo high school English teachers and students. Moreover, the sample of the study was 70 (i.e., 6 EFL teachers and 64 students). Therefore, the study was confined to Biftu Gawo high school teachers and grade ten male and female students in the academic year of 2020.

1.7 Limitations of the Study

The study incorporated only one government secondary school which is found in Gawo Kebe district, Biftu Gawo highschool of Kebe town. Besides, the sample size of the study was limited to only 6 English language teachers who were teaching in the school for the purpose of this research. As a result, the findings of the studymay not be sufficient to make generalization at the country level. It would be better and more effective if much number of schools and participants were to be included in the study to gather adequate information to make sound generalization.

1.8 Organization of the Study

This thesis was organized into five chapters. The first chapter was the introductory part that includes background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, and definitions of key terms. The second chapter focuses on literature reviewed. Chapter three deals with design of the study, and chapter four is the presentation, analysis, interpretation, and discussions of the data. The last chapter deals with the summary, conclusions and recommendations of the study.

1.9   Operational Definition of Key Terms

Participation: Taking part (talking) in a speaking activity; the number of turns taken, whether long or short, by a student during a whole class activity; and during timed portions of the team debate, the amount of talk time of a student speech (Caspi, 2008).

Gender: Chinn (1990) argue that "gender is a term that better describes the differences of masculinity and femininity- the thoughts, feelings, and behavior that are identified as being either male or female.''

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter of the study focuses on review of related literature which discusses the theoretical and practical issues about the classroom participation of students in English language speaking skills. It also deals with the concepts of speaking, classroom participation, and gender differences, factors that affect students' participation in teaching and learning English language particularly speaking skill.

2.1 The teaching of speaking Skill

In learning EFL, students should master the foreign language skills: listening, speaking, reading and writing. Students usually measure their achievement in mastering foreign languages through how well they can practice their spoken skill. Speaking means to negotiate ones speech that intend to convey meanings and to give effect to the listener states (O'Malley, 1996 in Rebecca 2002). It can be concluded that speaking ability is a skill, which is communicating the speech sound for expressing and conveying messages or ideas. Therefore, speaking is not a simple skill; its complete mastery requires some experience and practice.

2.2 Definition of Speaking

Speaking is the way an individual expresses opinions, thoughts, and feelings to other individuals orally. It is an interactive process between a speaker and a listener. Furthermore, Tarigan (2008)states that speaking is the ability to articulate or produce sounds, words to express, convey, or deliver thoughts, ideas, and feelings. Based on Harmer (2001) speaking skill view from the communicative aspect has two different aspects. First, accuracy, including the correct use of vocabulary, grammar, and pronunciation practiced through controlled and guided activities. Second, fluency that is the skill to make the speaker is going to speak.

2.3 The Importance of Learning Speaking in EFL Classes

It is understood that speaking is very important because it is the skill which engages learners to participate in the process of oral communication although it has problem.

Harmer, (1991) in relation to the above point expressed that speaking is a very important part of second language learning, because the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and later in life.

2.4 Aspects of speaking skill of English language

Speaking is the most crucial skill that should be mastered. It brings the ability to carry out the conversation. Through conversation people can do a spoken communication to apply the function of communication itself, whether it is transactional or interactional. Harmer (2007) argues that speaking is a complex skill requiring the simultaneous use a number of different abilities. There are some experts that explain about aspects of speaking. They are as follows:

2.4.1 Pronunciation

Pronunciation is the act or manner of the speakers produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. It is included the segmental features, vowels, consonants, word stress, tone, pitch and intonation patterns. For that reason, if the speakers want to be able to speak English fluently, they need to be able to pronounce phonemes correctly, use the appropriate stress and intonation patterns and speak in connected speech. The speakers must be able to articulate the words and create the physical sounds that carry meaning.

2.4.2 Grammar

Grammar is the basic units of meaning, such as words and a set of rules to combine them into a new sentence (Fromkin & Rodman, 2014). It is needed for the speakers to arrange a correct sentence in a conversation. The speakers must be able to manipulate and distinguish appropriate grammatical forms in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2.4.3 Vocabulary

Vocabulary is a very basic element in a language. It is included a single word, set phrases, variable phrases, phrasal verbs and idioms. One cannot effectively communicate or express his or her ideas both in oral and written form if he or she does not have sufficient vocabulary.

2.4.4 Fluency

Fluency can be defined as the ability to keep going when speaking spontaneously. In a simple term, fluency is the ability to talk freely without too much stopping or hesitating. When speaking fluently the speakers should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

2.4.5 Comprehension

Comprehension is discussed by both speakers and listeners. It is because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

The major goal of English language teaching should be to give learner the ability to use English effectively, accurately in communication. However, not all language learners after many years studying English can communicate fluently and accurately because they might be face some difficulties I speaking English as a foreign language

2.5. Theories of Participation

 Smith (2007) elaborates the concept of Participation in learning projects and programmers as the motives for engagement in learning projects are often mixed and can operate at a number of levels. Some experts say that participation "is not just being there or saying something, but it is a process that students are encouraged to be actively engaged" (Beng, 2003: 1). For Beng, actively engaged means that "students should be able to ask questions, provide insights to support arguments, personal views, opinions, experiences, explore perspectives, clarify materials."

This engagement is important because Craven (2001: 37), say that "meaningful language learning takes place when students are engaged, that is when students demonstrate interest, motivation and participation in the process of learning."

2.6 Definition of participation in EFL Classroom

Participation has been defined in a number of ways including the number of unsolicited responses volunteered (Burchfield 1999). Participationusually means students speaking in class, answer and ask questions, make comments, and join in discussions. Students who do not participate in those ways mentioned above are often considered to be passive and are generally penalized when participation is graded (Lucy 1992). Participation is often equated with discussion, which typically involves a lengthy conversation with the whole class. In addition, participation can also include short exchanges between instructors and students, or within small groups of students.

As dozen of literatures indicated that, involving students in instructional process has diversified benefits for students. In line with this, Crone (1997) suggested that if students are engaged in an active learning environment, they have opportunity to become critical thinkers. Similarly, Garside (1996) added that, if the students have the opportunities to be involved in instructional process, they will probably be critical thinkers.

According to Marija Susak (2016), critical thinking is an important ability that students' need to develop as it will carry them both through their education, no matter what the discipline and careers. The benefits of participation for students include less memorization, as they are able to learn through discussion and synthesize the information more effectively, they are more motivated, improve their ability to communicate orally.

Tatar (2005: 338) explained that classroom participation essentially refers to behaviors, such as the number of times a student initiates an interaction or asks a question. Wright (2014) also pointed out that the meaning of classroom participation is that students should participate in the class actively by answering questions, joining the group work, and taking part in activities and discussions.

Classroom participation can also be defined as playing an active role in all in-class activities. In a typical EFL context, such activities might include brainstorming activities, games, quizzes, surveys (in-class or within the institution during lesson time), group debates, role plays, simulations, collaborative creative writing, presentations, and speeches (Weaver, 2005).

In addition, students will think carefully about what is the appropriate time for them to speak out their opinion with a preference for appropriate behavior during classroom discussion. Vandrick (2000) claims that most teachers' ideas of participation are limited, requiring students to speak in class, answer questions, make comments and join in discussions.

Fritschner (2000) defines participation in terms of 'talkers' who prefer 'speaking out in class', and 'non-talkers' who participate through 'attendance, active listening, sitting in their seats, doing the assignments, and being prepared for class' (2000:352). More recently, Heyman and Sailors (2011) describe classroom participation as 'a form of active learning in which students publicly discuss the course material' (2011:605). However participation is defined, making participation part of assessment requirements is claimed to 'encourage students to develop their oral communication skills and to demonstrate other skills such as interacting and cooperating with their peers and with their tutor' (Dancer and Kamvounias 2005:446) or lead to increased performance on, and retention of, course content (Dallimore et al. 2010).

Classroom participation is defined in the present study as playing an active role in all in-class activities. In a typical EFL context, such activities might include brainstorming activities, games, quizzes, surveys (in-class or within the institution during lesson time), group debates, role plays, simulations, collaborative creative writing, presentations, and speeches. We highlight the term 'active role' in our definition of classroom participation following Weaver and Qi (2005), who claim that 'students who actively participate in the learning process learn more than those who do not'(2005:570).

Dallimore et al. (2010) also claim that students' comfort when participating in classroom discussion is positively related to learning. Student participation is not limited to the conventional definition of student engagement within the classroom through discussion. Students differ in personalities and the way they choose to participate in the classroom.

This can be seen through other forms of participation that exist and compliment conventional methods of participation such as raising one's hand in class (Weaver & Qi, 2005).

2.7. Language Learning and Classroom Participation

Classroom participation represents both a theoretical concern for researchers and a practical anxiety for teachers within foreign (second language) pedagogy. As with theories of second language acquisition, second language pedagogy has explained how students can be participated in classroom activities using several teaching methods such as audio-lingual method and communicativelanguage teaching. Such methods may produce different sorts of student participation because, for example, participating in language drills is not like in small group activity (Dewey, 1997).

Nevertheless, participation in the classroom is an essential part of language learning and students must engage in classroom activities in order to learn the foreign (second language). This assumption is explicitly formulated in learning theories such as learning by doing and legitimate peripheral participation. The assumption that students should be included and engaged in teaching and learning activities can also be found in pedagogical applications, for example in communicative language teaching and task-based languageteaching (Richards and Rodgers, 2001).

Classroom participation has also been studied from psychological and sociolinguistic perspectives in order to describe whystudents can or cannot participate in their classes. Such studies have found that social factors such as the age, gender and culture of teachers and students (Fassinger, 1995), and organizational factors such as class size and curriculum may affect classroom participation. These studies have been criticized by different researchers, however, because they focus on the factors mentioned above as explanations of student participation rather than analyzing student participation itself.

Moreover, the relationship between participation and learning, which seems to be associated to each other in several aspects, has been investigated in various studies (Firth, 2007). On the other hand, Fassinger (1995) indicates that participation can take many forms in the classroom and some of the forms could not be easily identified or recognizable by the teacher.

Thus, students' participation includes speaking and also many other forms of students' actions which some of it are outwardly visible and some are not.

So thinking and making of connections which are done by the students quickly in their own minds is also considered as participation even though it is often hidden from the teacher and difficult to evaluate.

2.8   Students' participation in Active Learning Environment

Dancer and Kamvounias (2005) assessed students' classroom participation using both instructors' and students' feedback. In the first step of this research, students were asked to explain why class participation could be an important component of the course and how they thought it should be graded. Using student responses and instructors' opinions, they came up with five criteria of measurement for classroom participation. They were: preparation (e.g., understanding and analyzing of material), contribution (e.g., expressing an opinion and asking a question), group skills (e.g., assisting others), communication skills (e.g., quality of expression), and attendance (e.g., punctuality). They used these criteria to measure students' level of participation in the classroom with a five-point rating scale: very good, good, average, fair, and poor. They claimed that students had the opportunity to improve the quality of participation through peer and instructors feedback.

However, they did not discuss the association between students' ways of participation and their academic performance in the course. They also did not examine the students' participation in off-topic and disengagement while they were engaging in the learning process. They admitted that measurement of student participation is very difficult.

Participation contains many activities that range in duration from a few seconds to an extended period of time – it is very subjective and difficult to measure (Rocca, 2010). Student engagement is considered an important predictor of student achievement, but few researchers have attempted to derive a valid and reliable measure of college student engagement in particular courses. Even faculty who achieve student success can find it to be a challenge to document which specific classroom practices are the most successful in engaging student learning.

2.9. Learners' participation in EFL classroom

Students' participation can be seen in learners' verbal or written responses to tasks, their concentration, or through their contributions to classroom discourse. Participation can also be gauged from other signals such as when learners pay attention, smile, and raise their hands to answer a teacher's question. For example, students participate in speaking lessons by volunteering answers, asking questions, or contributing to discussions. Ellis (1994) considers participation from the point of views of both quantity and quality.

Cathcart (1986) found that situations where learners had control of the talk were characterized by a wide variety of communicative acts and syntactic structures, meanwhile the situations where the teacher had control seemed to produce single word utterances, short phrases and formulaic chunks. Also the differences in the quality of learners' participation depended on the kinds of activities they were involved in.

2.10. Benefits of classroom participation

General agreement exists about the importance of participation in university education; for instance, enabling students to become involved in their own learning and enjoy their learning process (O'Connor, 2013). Other benefits of participation include increases in students' commitment and better understanding and critical thinking. Furthermore, student participation has been shown to encourage active learning, improve work habits and develop specific skills, which are key ingredients for success in the professional world.

One of the most important factors that determine the classroom participation of student in a classroom is self-confidence. According to Weaver & Qi, (2005) confidence is a key trait that students struggle with and has a direct effect on participation in a class. Students deal with fears of not being smart enough to address their class and therefore holdback on providing insight on subject matter due to intimidation (Karp & Yoels, 1986). Several studies also indicated that, there are numerous factors influenced the student's classroom participation in teaching and learning process. Personality is a primary factor that affects the students' participation in a class.

Students with high self-efficacy showed better academic achievement and participating more in the classroom (Pajares, 1996). Self-efficacy trait with displaying more of that curiosity and exploring urge would motivate students to become more active and positive reciprocity.

In addition if they are confident they will show higher interest to learn more and search to know more, apply inquiry based learning, express their opinion and doughty freely, have willing to discuss on the topics in the classroom. In contrast to these ideas, students become passive in classroom due to the self-limitations, such as cannot focus during lecture or learning time, fear of offense (Siti Maziha, 2010). Low level of self-confidence, do not make preparations before class, fear of failing to show their intelligence, fear that their answers will be criticized by the lecturers and the feelings of confusion, thus becoming less engaged in classroom discussions (Fassinger, 1995). Research shows that some students reported to not be participating in classes if they did not prepare on the subject matter prior to coming to class, therefore did not feel comfortable engaging in discussion (Howard et al., 2002).

There is strong evidence for the importance of participating in class (Weaver & Qi, 2005). Junn (1994) believed that participation in the class could enhance students' motivation. Weaver and Qi (2005) found that those who participate in classroom discussions regularly learn better. Another benefit of participation is self-reported gains in characters for those who participate in the class. Moreover, a study conducted by Crone (1997) revealed that classroom participation has effects on enhancing learners' critical thinking. Students who participate in discussions also show improvement in group interactions and functioning in a democratic society. Fassinger (1995) noted that both students and teachers can see the benefits of student participation, and Fritschner (2000) found that students thought participation was "essential" to their own learning.

2.11. Factors hindering students' participation in speaking lesson

2.11.1 Lack of active learning method

A major factor that can influence students' participation is the learning method that instructor follows in the classroom. The approach of the instructors can either welcome students or unwelcome students. The more the learning approach is easy the more students actively participate in classroom activity (Colin and Nadine, 1997).

2.11.2   Speaking in front of the whole Class

Different activities in the classroom procedure, particularly ones that demand students to speak in front of the whole class, have been found to be the most anxiety provoking. The study found that students are afraid of speaking in front of others in class. To speak in front of the whole class is a potentially risky business in many students' eyes. However, students feel a lot better when they are not required to face the whole class. It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Tsui cited Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

2.11.3   Lack of Motivation

It is mentioned in the literature that motivation is a key to students' learning success. With regard to the issue of motivation in learning, Nunan (1999) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate.

It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher.

2.11.4   Lack of Preparation

Fear is an issue many students face as they may not have sufficient knowledge and may be dealing with insecurities in the classroom (Weaver, 2005). Research shows that some students reported to not be participating in classes if they did not prepare on the subject matter prior to coming to class, therefore did not feel comfortable engaging in discussion (Howard, 2002).

Students worried that they would be criticized by both their peers and teachers, for not being well informed on the subject matter. This ties in with confidence and therefore students who do prepare for class tend to be more confident and as a result participate in discussions.

2.11.5 Shyness

Shyness is another influencing factor which could affect students' participation. However, shyness, according to McCroskey (1992), is a behavior that could be the result of any one or a combination of the following factors: social introversion, unfamiliarity with academic discourse, lacking confidence in subject matter, and/or communication apprehension. It is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000).

2.11.6 Fear of Making Mistakes and Being Laughed at

Fear of making errors is often cited as another cause of the perceived reticence and passivity. And this anxiety factor is also allegedly related to certain aspects of Eastern culture, such as the desire to be right and perfect and fear of losing face (Cheng, 2000). The findings of this study were in agreement with this respect too.

The participants frequently expressed that they feel afraid, and even panic because of the fear of committing mistakes or errors in front of classmates.
As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999. With respect to the fear of making mistake issue, Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

2.11.7   Fear of Evaluation

Fear of negative evaluation is a source of anxiety in the English FL classroom. Their teacher will get a bad impression concerning their performance. Students remain reticent because they believe that the teacher evaluates them negatively if they make mistakes. And this perception may probably be due to the teaching attitude and practice the teacher applies. Evaluation and grading is an effective method to improve the students' participation with in a classroom. As study suggested that, if classroom participation has direct relationship with student's grade, they are more likely to participate in classroom discussion (Fassinger, 2000).

Horwitz and Cope have identified three components of foreign language anxiety. They are communication apprehension, fear of negative evaluation, and test anxiety (Horwitz, 1986). He also explains that students who exhibit communication apprehension do not feel comfortable communicating in the target language in front of others because they have limit about knowledge of the language especially in relation to speaking and listening skills.

2.11.8   Self-esteem

Another source of students' reluctance to speak spontaneously is self-esteem. Studies have found that learners' self-esteem has some effects on the students' behavior in the classroom. Young (1990) finds that learners' affective attitudes to English have a significant effect on their speaking self-rating the more negative the affective attitudes, the lower the self-rating.

2.11.9   Lack of Interest in English Class

Lack of interest in topics plays a very important role in students' active participation in classroom activities. According to Zainal (2009) when something isn't interesting, most people are not willing to talk about it, while one can talk as much as he can on his interests. The students do not take part in class discussions if 'the lesson was boring'.

2.12. Language and gender in EFL classroom

Language and gender is a sociolinguistic field of study that has been engaging researchers for many decades now. A great amount of research has been conducted when it comes to gender differences and language associated with adult speakers.

During the last decade's even adolescent speakers and gender have in a slightly smaller scale been a focus of research, but only an insignificant amount of research has been done about gender and adolescent or child speakers communicating in a foreign language.

Gender, in contrast to the biological sex of a human being, is seen as socially constructed and performed. The creation of our gender begins often before we are born, and we learn how to differentiate femininity from masculinity from early childhood. This means that we learn from an early age how to behave like men and women, we divide ourselves into two different kinds of social beings. One of the most important tools that let us do this kind of differentiation is language and the way we use it (Jule, 2008).

2.13 Gender differences in EFL classroom

Gender differences in educational careers do seem to emerge when factors other than cognitive learner characteristics are involved. For example Coates (2004:196) asserts that Female students and male students' classroom participation is not equal; especially the male students are more likely to dominate. In first language settings it seems that males are the more dominant gender, but as only an insignificant amount of research has been conducted on mixed-sex group discussions in L2 (second or foreign language) speaking and gender, it is not clear whether the same gender-related tendency characterizes this type of interaction.

CHAPTER THREE

RESEARCH   DESIGN AND METHODOLOGY

The main aim of this thesis was toexplore students' participation in English language classes. To do so the choice of appropriate methodology and design was important. Thus, for this research, mixed methodology was used.Furthermore, thischapter discussed the research design, the population, the sample size, sampling technique, instruments of data collection, methods of data analysis, ethical considerations, and criteria for checking validity and reliability of the study.

3.1 The Research Design

According to Kerlinger (1986), a research design is a plan, structure and strategy of investigation so as to obtain answer to research questions or problems. Descriptive research uses systematic procedures to discover the relationship between existing variables (Cohen and Manon, 1994). Descriptive survey design was chosen as it allows the researcher to describe the current status of the issue under study.Therefore, the researcher used descriptive survey designs to describe the current students' classroom participation in relation to their achievements in English language classes.

3.2   Research Setting and Population

3.2.1   Research Setting

Kelem Wollega zone which is located in West of Oromia regional state is considered in this study. There exist one administration town and ten woreda in the zone. Gawo Kebe which is 72 km far from Dambi Dollo and 652 km from Addis Ababa is one of the woredas found in the zone.

3.2.2 Population of the Study

The target population of the study was grade ten students and EFL teachers at Biftu Gawo secondary school. As the information obtained from the director of the school, the total number of grade ten (10) students was 640 and there were 6 EFL teachers.

From the total population of students, 344 were males and 296 females. Accordingly, 64 (10%) of students and 6 (100%) of teachers were included in the study. Thus, totally, 70 participants were the target population of this study.

3.3 Data Sources

Data sources are the sources where the researcher could directly or indirectly get the significant information for the study. So as to get relevant information for the study, the researcher used both primary and secondary sources. The primary Sources of data for the study were all English language teachers and 64grade 10 students of the school. As the secondary sources data the researcher used some reference books on related issue and unpublished researches etc.

3.4   Sample Size and Sampling Techniques

Sampling involves selecting a group of people, events, and behaviors (Polit, 2001). In order to get sample population, both probability and non-probability sampling methods were employed. All English teachers of Biftu Gawo secondary school were selected as participants of the study by using comprehensive sampling because the researcher believed that the participants have the knowledge about the issue.

Stratified sampling and simple random sampling which is a kind of probability sampling method was employed to select students. Stratified sampling involves dividing the population into homogeneous groups; each group containing subjects with similar characteristics (Cohen, et al 2005). Stratification is used when the population reflects an imbalance on a characteristic of a sample. Accordingly, 34 (10%) of male and 30 (10%) of female students were selected randomly and the sample size was manageable.

A well-designed qualitative study usually requires a relatively small number of respondents to yield saturated and rich data that is needed to understand even subtle meanings in the phenomenon under focus (Dornyei, 2007).

3.5 Data collection instruments (tools)

The instruments used to collect data for the study were questionnaire and interview.Questionnaires were distributed among the students and also an interview was conducted for both the students and the teachers.

3.5.1 Questionnaire

Best (1989) and Sharma (2000) stated that questionnaire enables a researcher to collect data from large groups of individuals within a short period of time and it is also easy to administer to a number of subjects in one place at a time. This instrument was used to gather data related to students' classroom participation in English language classes and to identify some factors that prevented students to participate. The researcher used questionnaires composed of close-ended questionsusing a five-point Likert scales (strongly agree, agree, disagree and strongly disagree) as suggested by Best (2003) and Kothari (2004) for students.

All sample students filled the questionnaire and turned it. The questionnaires had four parts. The first part was prepared on background information of the subjects, the second part consisted the items prepared to obtain information about the factors that affect students' participation in EFL classroom, the third part dealt with the students' opinion on their participation in English language classes.

Finally, students' questionnaires were administered according to the schedule. Thequestionnaires were adapted from Arafat (2013) and Marija (2016) based on the objectives of the study and review of related literature covered in this paper. The questionnaires were translated into Afan Oromo in order to avoid misinterpretation by the students.

3.5.3 Interview

Interview is a means of interaction in which the interviewees give information orally. The information gained through interview is personal and it helps to get detailed information. The researcher used semi-structured interview. This is because semi-structured interviews are often used in qualitative analysis (Gray, 2004:216).

The researcher used interview for both teachers and students to get some information on factors that hindered students' participation and to what extent do the students participate in class. Five semi-structured interview questions were preparedfor 6 English teachers and ten students taken from 64 sampledstudents randomly.

3.6 Data collection procedure

Firstly, the researcher contacted the school directors and explained the purpose of the studybefore conducting it. This helped the researcher to collect the data effectively. Then, before implementing those instruments, pilot test was given for 20 grade ten students of Haroji Kobocha secondary school respondents ahead of time in order to check whether the instruments were strong enough to generate the kind of data the study needed. It was found that few items were totally rejected as irrelevant items. Based on the result of pilot study, the researcher has decided to discard the irrelevant items and also made some sort of modification on the items and translated the items into Afan Oromo the language students can easily understand**.**

As a result, the reliability of the instrument was computed using SPSS version 20 and the obtained reliability index was found out to be $\propto= 0.841$. As to Bryman & Cramer (2005), a coefficient of 0.8 or above is usually taken as indicating a reliable measure for the instruments to gather necessary information. Based on this criterion, the items were found to have good grounds to be employed in collecting relevant data for the main study. For face validity, the questionnaires instruments were given to subject experts.

Eventually, data gathering instrument was distributed for final study. Next, interview was held by recording using tape recorder. Six English language teachers and 10 sampled students were interviewed based on related theoretical background reviewed for the study.

3.7   Methods of Data Analysis

Data was analyzed using both qualitative and quantitative methods. The responses of close ended items of the questionnaires were tabulated and analyzed using statistical tools such as percentages and mean values.

However, the data collected using interviewanalyzed using qualitative method of data analysis; each item was interpreted through explanation. Therefore, the qualitative data was analyzed and presented through explanation.There are some justifications to use mixed methods as Cohen, et.al (2007) suggests. Among them it is advantageous to examine the same phenomenon from different perspectives.

3.8 Ethical Considerations

In this study ethical considerations were specified. The research carried by explaining the objectives of the study to respondents, encouraging them to participate voluntarily, ensuring them that the information they provide was used only for the study purpose and was not be reported by using their names and their specific addresses. To ensure these, the researcher put an opening introductory letter that request respondents' cooperation to provide the required information for the study. In doing so, the introductory letter framed in a manner that ensure them anonymity and confidentiality of the information that they provided. To get their consent the researcher communicated all institutions and individual participants smoothly. Furthermore, all the materials used for this research and the participants of the study were acknowledged.

CHAPTER FOUR

DATA ANALYSIS   AND INTERPRETATION

4.1. Introduction

This study aimed at exploring students' participation in English language classes of grade 10 students, Biftu Gawo high school at Gawo Kebe district. To achieve this, questionnaires consisting of close ended items were distributed to sample grade 10 students at Biftu Gawo high school which is found in Gawo Kebe Woreda. Moreover, these were supplemented by interview, classroom observation results and testing speaking.

Accordingly, 64 grade 10 students and 6 teachers responded to the questionnaires and the interview respectively. The data collected through the questionnaire were first categorized and depicted on various tables so that it could be understandable easily, and then various statistical tools were used for analysis. The data obtained from interview and observations were also narrated or quoted so as to substantiate the data obtained from questionnaires. The analysis was made in terms of the basic research questions raised in the first chapter of the study.

4.2 Background Information of the participants

As indicated in chapter three, 64 sample students and all (6) English teachers in the school were included in the study. Totally 70participants were selected as a sample for the study. With regard to the sample teachers' sex, all (6) of them are males. All teachers are qualified in first degree. Their age ranges from 25 to 45. Four of the teachers have taught for more than 10 years where as the other two have less than 6 years of teaching experiences. All of the teachers were loaded with more than 20 periods (week). With regard to students, 34 (53.12%) of them are males, and the rest 29 (46.87) are females. The majority of them ranges from 15-20 years of age.

4.3 Analysis and Interpretation of Data obtained through Questionnaire

Table 1 Frequency and mean value of students' responses on factors that affects students' participation

No.	Items	1=SDA		2=DA		3=N		4=A		5=SA		Sum	Meanvalue
		F	%	F	%	F	%	F	%	F	%		
1	I get tense and nervous when I am speaking English in front of the whole class	-	-	3	4.7%	-	-	18	28.2	43	67.18	293	4.57
2	I feel my heart pounding when I am called upon to answer a question in English class		-	-	-	-	-	10	15%	54	84.4%	310	4.8
3	I talk less because I am shy.	-	-			-	-	20	31.3	44	68.8	320	5
4	I am too afraid to volunteer answers to the teacher's question because my classmates would laugh at me if my answer was	-	-			-	-	14	21.9	50	78.12	296	4.6
5	I am 'afraid of making mistakes in front of my classmates							20	31.25	44	68.75	320	5
6	In order not to participate in the English class, I like to sit at the back row			6	9.4%	-	-	22	34.4	36	56.3%	280	4.4
7	I get nervous when the teacher asks questions which I have not prepared in advance.	-	-	7	10.9%	-	-	17	25.6%	40	62.5%	282	4.4
8	I am reluctant to participate in class because I am afraid of my teacher' harsh comments and negative gestures	-	-	8	12.5%	-	-	42	65.6%	14	21.9%	254	4
9	I do not practice English due to big class size.			5	7.8	-	-	19	29.7	40	62.5	286	4.47
10	I am reluctant to participate in the class discussion because I am not interested in English.	-	-	-	-	-	-	34	53%	30	46.9%	286	4.5
11	I am reluctant to participate because I can't respond quickly and fluently.	-	-	-	-	-	-	23	35.9%	41	64%	297	4.6

12	When I want to speak "I am not sure which tense to use"	-	-	-	-	-	-	20	31%	44	68.8%	300	4.7
13	I always feel nervous speaking English because I do not have enough vocabulary to express my ideas.	-	-	-	-	-	-	24	37.5%	40	62.5%	296	4.6
14	I am worried about my pronunciation when I speak in the class.					-	-	12	18.8	52	81.3	308	4.83
15	I feel more relaxed in pair work or group work	-	-	-	-	-	-	30	46.9%	34	53.1%	290	4.5
	Grand Mean (GM)												5

SDA= Strongly Disagree　　DA=Disagree　N = Neutral　A= Agree　SA= Strongly Agree

In order to identify factors that hinder students' participation in classroom activities, 15 main factors were included in students' questionnaire. Their responses on the factors were analyzed and presented below to show factors that hindered students' participation.

Different activities in the classroom procedure, particularly ones that demand students to speak in front of the whole class, have been found to be the most anxiety provoking. The first main factor was speaking English in front of the whole class. Only 3(4.7%) and 18(28.2%) from both sides responded that they got nervous when they speak English in front of the whole class. More than half 43(67%) of both male and female students showed that they get nervous when they are speaking in front of the whole class by responding strongly agreeing. The mean value 4.57 showed that the got nervous when they speaking English in front of the whole class.

This finding is similar to that of Koch and Terrell (1991) and Young (1991: 429) "who found that more than sixty-eight percent of her subjects reported feeling more comfortable when they did not have to get in front of the class to speak."

The second main factor is calling up on students to answer a question in English class. The procedure the teacher used for calling on students was also one of the main sources of anxiety in the class. 10(15%) and 54(84%) of students responded that their heart pounded when they are called upon to answer a question in English class.

The responses of the majority on this item range from agree to strongly agree and the mean value (4.8) indicated that calling up on was the main factoring which prevented students to participate in class. This finding is consistent with that of Yunus, M. (2010) who also found that students were anxious when called upon to respond individually. Shyness was another influencing factor which could affect students' participation. As shown in the above table less than half of the respondents 20 (31.25%) agree that shyness had affected their participation and their achievement in classroom discussions. The rest of respondents 44(68.75%) strongly agreed that they talked less because they felt shy. The mean value (5) indicated that students were not participated because of their shyness.

As can be seen from table 1, only 5(7.8%) of the respondents disagreed and 9(14%) agreed that they were too afraid to volunteer answers to the teacher's questions because their classmates laughed at them if their answer was wrong. But many students 50 (78%) were reluctant to volunteer to speak or to answer a question in class because they were afraid that their answers would be wrong'. The mean value 4.6 also showed their strongly agreement This finding is similar to another study by Tanveer (2007) who indicated that most of the students were not used to volunteering to speak in class. They were simply afraid of making mistakes.

Concerning afraid of making mistakes in front of their classmates 20(31.25%) of the students agreed that they felt afraid of making mistakes in front of their classmates. The majority of the students 44 (68.75%) indicated that theyafraid of making mistakes in front of their classmates. The mean value 5 also showed their strong agreement.

 Fear of being laughed at was one of the causes that contributes to the passivity and reticence of students to participate in the class discussion. More than 41% of students announced that they did not like to participate in the class discussion because they were afraid of being laughed at by their classmates.As to the students' response, in item 6, 2(3.1%) of them strongly disagreed to that they did not sit at the back row.

And also 6(9.4%) of the respondents replied that they did not sit at the back row not to participate. The majority of the students 10 (15.62) and 46 (71.87) of them agreed and strongly agreed that they sat at the back row in order not to participate in the English classroom. Furthermore, the overall mean score (x=4.5) showed that the students prefer to sit at the back row in order not to participate.

Very significant number of students, 17 (25.6%) showed their agreement and 47 (73.4%) their strong agreement that they nervous when the teacher asked questions for which they did not prepare in advance. The overall mean score (x=4.7) showed that the students got nervous when the teacher asked questions for which they prepared in advance. The responses range from agree to strongly agreement. This finding is consistent with that of the study carried out by (Rahman, 2010) who found lack of preparation, fear of appearing unintelligent to their classmates or instructors, and feeling intimidated students become less inclined to participate.

More than half of the students supported that they were reluctant to participate in class because they were afraid of their teacher's harsh comments and negative gestures. 14 (21.9%) and 50 (78.12%) of students indicated their agreement and strong agreement on the assumption respectively. In item 9, 25 (39%) of the students indicated that they agreed with the assumption that says "I don't practice English due to big class size" and 39 (60.9%) of the students showed their strong agreement.

This finding goes in accordance with the result of(Fung-ming,1996) who stated that the big class size discouraged students from expressing views as it is extremely threatening for teenagers to face a large number of people by themselves while speaking a foreign language which they may expose their weaknesses by making mistakes very easily.

Lack of interest in topics plays a very important role in students' active participation in classroom activities. According to Zainal (2009) "when something isn't interesting, most people are not willing to talk about it, while one can talk as much as he can on his interests." The same finding has been confirmed in this study in which many students 34 (53.12%) of the students expressed that they agreed with the assumption that says" I am reluctant to participate in the class discussion because I am not interested in English."

Thaher (2005) argues that inadequate conceptual fluency in English is a major struggle for English as Second Language (ESL) learners. The present study revealed that many participants 23(35.9%) of the respondents agreed and 41(64%) strongly agreed with their language fluency and stated that they were reluctant to participate because they could not respond quickly and fluently. More than fifty students anxious to participate because they could not speak in complete sentences. The mean value 4.6 also showed their strongly agreement.

With regard to linguistic difficulties, grammar in earlier studies has been found to be one of the most important aspects that the ESL/EFL learners find difficult when learning English language as second/foreign language (Zainal 2007). The present study found that many students 20 (31%) agreed with the statement "When I want to speak, I am not sure which tense to use". More than half students 44 (68.8%) of them also didn't participate because they were scared that they would make noticeable grammatical errors. This finding is similar to another study conducted by Tanveer (2007) who reported that the students in his study experienced grammatical difficulties which can lead to the impression that anxious students are not able communicate in the second language.

Lack of vocabulary was identified as a big source of student reticence in oral English language classrooms. 24(37.5%) of learners agreed that they felt nervous speaking English because they did not have enough vocabulary and 40(62.5%) of them strongly agreed that they felt nervous speaking English because they do not have enough vocabulary (item, 13). This caused a lot of trouble in talking to each other in English. This result is in accordance with (Cortazzi, 1996) who stated that students' poor vocabulary is one of the reasons why students were silent listeners rather than active participants in the oral English classroom. The mean value 4.6 also revealed the strong agreement of the students to that they did not have enough vocabulary to express their ideas.

In line with item 14, 8(12.5%) of the respondents agreed that they worried about their pronunciation when they participated in the class. Very significant number 56(87.5%) of the participants expressed their strong agreement that they get worried about their pronunciation when they participated in the class. This finding is similar to that reached by Thaher (2005) who reported that students are afraid of being laughed at or of being criticized by others due to inaccurate pronunciation.

Concerning the relaxation in pair work or group work 12(18.8%) of the respondents disagree, 12(18.8%) of the respondents responded that they were not sure of whether they were relaxed in pair work or group work. 30(46.9%) and 10 (15.62%) of them agreed and strongly agreed that they felt more relaxed in pair work or group work. The mean value 3.6 showed that the students disagreed with the idea of their relaxation in pair work or group work.

Table 2 Frequency and mean value of Students' opinion on their participation in English speaking class

No	Item	1=N		2=R		3=S		4=U		5=A		*Sum*	*Mean valve*
		F	*%*	*F*	*%*	*F*	%	F	*%*	*F*	*%*		
1	How often do you ask and answer questions in English?	40	62.5	-	-	24	37.5	-	-	-	-	112	1.8
2	To what extent do you talk to your partner in English?	45	70.3	-	-	19	29.68	-	-	-	-	102	1.6
3	To what extent do you participate in English effectively in Classroom?	50	78.12	5	7.8	-	-	9	14.06	-	-	96	1.5
4	How often do you confidently participate in the class?	25	39.06	4	6.25	12	18.75	20	31.25	4	6.25	169	2.6
5	How do you tell story in the classroom in English language?	51	79.7	5	7.8	4	6.2	4	6.2	-	-	89	1.4
6	How often do you introduce yourself in English?	18	28.1	16	25	21	32	9	14	-	-	149	2.3
7	During most classes, how often do you participate orally?	13	20.3	13	20.3	30	46.9	8	12.5			161	2.5
Grand Mean (GM)													1.9

N= Never   R=Rarely   S=Sometimes   U=Usually   A=Always

In order to identify how students participate in classroom activities, 7important classroom participation related ideas were included in students' questionnaire.

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About 50 (78.12%) students were never participated in English classes. It may be due to lack of interest. Few students 5(7.8%) and 9(14.06%) participated rarely and sometimes in English classes respectively. This implied that the participation of the students were very low.

About 25(39.06%) students never participate confidently in English language classes More than half 51 (79.7%) of students never told story in English classroom that enabled them to increase their participation. Only few students told story in English classroom rarely and sometimes respectively. Significant number 50(78.12%) of students responded that they never spoke English effectively in the classroom. The responses of the majority on this item range from never to usually. And the mean value (1.2) indicated that students never participated in English effectively in classroom. 20(31.25%) and only 4(6.25%) of students indicated that they usuallyparticipated in English language classes confidently. This was indicated by the mean value (2.6The responses on this item range from never to rarely.

As can be seen in Table 2, 4(6.25%) of students indicated that they always introduced and 9(14.06%) of them showed that they usually introduced themselves in English. 17(26.82%) showed that they introduced themselves sometimes whereas a great deal of respondents 16(25%) and 18(28.1%) indicated that they introduced themselves rarely and never respectively. The responses on this item range from rarely to never.

. About 8(12.5%) and 13(20.3%) ofrespondents participated sometimes and rarely orally in classroom. respectively. Significant number of the respondents 43(67.18%) responded that they were never participated orally. The mean value (1.5) indicated that they were never participated orally. Generally, the grand mean 1.7 indicated that the magnitude of students' participation in classroom was low.

From the above discussion, one can grasp that the majority of the students rarely or never participated actively in speaking activities. For example they did not involve themselves in asking and answering questions, talking to their partner, telling history, introducing themselves.

Table 3 Opinions of students on their   EFL classroom participation

No	Items	Yes				No			
		M	%	F	%	M	%	F	%
1	I participate in EFL classrooms when I am called by the teacher	24	70.6	20	66.7	10	29.4	10	33.3
2	I participate in EFL classrooms voluntarily	7	20.	5	16.7	27	79.4	25	83.3
3	I participate in EFL classrooms because I know the answers	10	29	8	26.7	24	70.6	22	73.3
4	I participate in EFL classrooms because I am interested in the subject matter.	3	8.8	6	20	31	91.2	24	80
5	I participate in EFL classrooms because I feel free to participate in front of my colleagues and teachers	-		3	10	34	100	27	90
6	I participate in EFL classrooms because I try to give the answer even if it is wrong	4	11.	5	16.7	30	88.2	25	83.3
7	I participate in EFL classrooms because I am not afraid	2	5.9	3	10	32	94.1	27	90

M= male   F= female

Comparing the males' and females' answers referring to 7 items, which refers to the students' motivation to participate in class, it can be seen that the females' and males' answers are slightly different for all the options given. Their responses on the questions were analyzed and presented below to show the extent to which they participate in classroom.

Most of students, 24(70.6%) of them indicated that they participated in EFL classroom when they were called by the teacher and 20 (66.7%) of students showed their agreement that they were participate when they were called by their teacher. While 10 (29.4%) of the male and 10 (33.3%) of the female students disagreed. According to this result the students participated in class when they were called upon by teachers.

Concerning the second option, more than half of the male students, 27 (79.4%) and 25 (83.3%) of the female students showed their disagreement on the assumption. Only 7(20.9%) and 5 (16.7%) of the male & female respondents agreed that they participated in EFL classrooms voluntarily.

The considerable number of male students 24(70.6%) and 22(73.3%) of female students believed that they had no interest in participating in classroom because they did not know the answers. In line with this fact some students mentioned that sometimes they did not participate even when they knew the answer, just to give a chance to those who participated less in the classroom.

The number of male and female students who expressed their strongly disagreement in item 4 were 31(91.2%) and 24(80%) while 3(8.8%) and 6(20%) of male & female of the students agreed that they participated in EFL classrooms because the subject matter interests them.

Regarding item 5, all of the male students, 34 (100 %) and very significant number 27 (90%) of female students showed their disagreement to the option "I participate in EFL classroom because I feel free to participate in front of my colleagues and teachers. While only 3 (10%) of the female students agreed that they participated in EFL classroom because they feel free to participate in front of their colleagues and teachers.

Finally, in item 7, 32(94.1%) and 27(90%) of the male and female respondents expressed their disagreement to the option "I participate in EFL classrooms because I am not afraid of the teacher getting mad at me if I make mistakes respectively.

4.5 Presentation of data obtained through interview

Interview was conducted with both students and EFL teachers on the topic under study. It was used to substantiate the results of questionnaires and classroom observations.

4.5.1 Analysis of students' interview

The interview questions dealt with students' knowledge about the importance of participation, factors influences their level of participation in speaking lesson and how do they volunteer to ask questions and answer to participate actively in EFL classroom.

The students believed that participating in classroom is important success. They mean that if they participated in class, it contributes to them getting more success in their learning and more opportunities in their future life. Students who saw the importance of participation were more likely to participate in the classroom. Regarding on the second question a factor that influences their level of participation in speaking lesson the interviewees responded their opinions mainly with the following factors.Female students' lack of confidence in their classroom participation and having a say in matters pertaining to classroom interaction appeared as one of the pervading themes of female students' interviews and classroom observations.

Self- esteem. Self-esteem was indicated by the students as a factor that affected their willingness to participate. Some students said that they would not participate if they felt as though they were going to be made fun of for their opinion or if they felt inadequate in front of the other students. Few students said that sometimes they felt intimidated if they did not know the right answer and they did not want people to laugh at their ideas.

Some students said that sometimes it can be stressful to participate because they were not as smart as others in certain subjects and if they were not sure of the answer and they might think that they were stupid and they did not want that so they stayed quiet. Students would not want to participate if they felt that their peers or teachers would deem their answer as inadequate and therefore would not want to be perceived as having knowledge.

Few students indicated that they had high levels of confidence which would make them want to participate in all classes. Students noted when he has something to contribute and share their opinion, they felt proud and did not want to just sat there and be quiet. Confidence reduced the level of anxiety related to being criticized for their opinion. According to students basically the reason for low participation of students was their lack of confidence. Similarly some studentssaid that lack of confidence was mainly responsible for students' low classroom participation.

Lack of preparation Students who prepared for class by completing readings and reviewing material being discussed were more likely to participate in class. Students noted that they felt more comfortable providing answers and opinions if they had the opportunity to familiarize themselves with course content. One student said that for him, when he read something then he tried to write his own summary and that's how he prepared for class.

This finding is similar to another study by Tanveer (2007) who indicated that most of the students were not used to volunteering to participate in class. They were not simply afraid of making mistakes.

The students replied that the teachers encouraged every student be attentive and to take part in the lesson by providing them with a variety of speaking activities. Firstly, they used pair work and group work to teach speaking lessons. Using pair work and group work helps teachers reduce boredom and tiredness among students, especially in large classes. Establishing routines for pair work and group work activities helped teachers to control and motivate students. Group work is a cooperative activity: there are more students discussing a topic and doing a role-play or solve problems. In groups, students tend to participate more equally and they have more chances for greater independence.

The Second interviewee student responded that some teachers were be interested in using games and visual aids such as pictures, maps, music, etc. to draw students' attention to the lesson because games and visual aids help learners reduce stress and take part in speaking activities better. Additionally, some students opined that teachers used discussion, storytelling, interview, picture description, oral presentation, questioning, role-play to the students so that the participation of the students increased to some extent.

4.5.2 Analysis of Teachers' interview

The analysis of data gathered through teachers' interview has also shown consistent results with findings of the questionnaires and the observation. As mentioned in chapter three, an interview was held with six teachers using a semi structured interview schedule. In order to address these themes, the five leading questions presented below were raised with relevant probes.

In this section, the interviewees ' responded to the interview questions and to respective probes are described, and where possible an attempt is made to link the findings from the interview, with the results obtained through students questionnaire.

When asked about their students' participation in EFL classroom, and students' classroom engagement three out of the six participants used the word "passive" to describe their general understanding. One teacher described it with the word "medium". Based on the above ideas, generally, students' participationwas low in the EFL classrooms.

Another teacher opined that students were inactive in the classroom because some of them may be easily distracted by different factors. However, one participant   held the view that some of them participated in the class very actively, while others did not. Generally, the teachers noted that there were always students who were passive in class activities while others sat and listened to the teachers.

The purpose of the second interview question was to elicit information pertaining to the interviewees' perception weather the teaching methods they used in English language class were participatory or not. In this regard, the majority of teachers noted that they used lecture method in their class and a few teachers pointed out that they organized and provided different activities for students to participate in classroom. But only using lecture methods might negatively affect students' classroom participation.

One of the interviewed teachers said that "Even if I tried to make my teaching method participatory, the students have very little speaking proficiency and motivation to participate, so they didn't participate when they asked to involve themselves in different speaking activities. When they were asked, they would say, they did not understand." Similarly, this is also shared by other interviewed teacher. He said that "I think the students totally hate group or pair work in speaking class. They resist forming groups, participating in the activities although I know group work benefits the students. In general the idea of the above respondents implied that their teaching learning process were not participatory, since some students were unwilling to participate.

The purpose of the third interview question was mainly to elicit students' level of participation and involvement in the classroom. The interview data proved that teachers have adequate experiences about the differences of students' level of participation. The interview participants highlighted their views as follows:

The first teacher replied that he did not see any significant differences between males and females participation in the classrooms. Based on his idea, he believed that there were no gender-based differences from his experiences. Mainly teachers consider boys to be more aggressive and disruptive than girls. Five teachers said that boys are more aggressive and disruptive than girls.

Teachers said that girls were more interested and sincere when they worked in the classroom and that girls participate more but they were afraid of boys. When they participated they were more detailed and complete in their answers.

The second teacher believed that there was a difference between the classroom participation of male and female students. Female students hesitatedto participate in front of male students. In my experience, "female students are little withdrawn, even if they respond, they respond in a low voice, so much that they hardly heard." This response confirmed the observing female students participating in their classrooms showed that they were hesitant and lacked confidence. "Female students are sitting in a subdued manner towards one side of the classroom while male students sitting all over the classroom exhuming confidence." Similarly, Sadker (1986) suggested that male students may receive much more attention from their teachers than female students. In the present study, two interviewees believed that male students were more active because of their personalities.

One English teacher when asked about the reasons of female students' low classroom participation said that there is a difference between the classroom participation of male and female students. Another teacher attributed female students' low classroom participation to their shyness. He noted, "Female students from our areas are shy and they do not have many chances of interaction with male students, which is why they did not take part in classroom activities."

In supporting the above ideas the third teacher believed that there were differences between male and female students 'level of participation. He noted that female students from their areas were shy and they didn't have many chances of interaction with male students which made them not to take part in classroom activities.

In this regard, the fourth teacher shared his experiences by agreeing that there were differences between male and female students' level of participation. According to his view female students' participation was low in EFL classroom. The main reason was that they might be considering themselves inferior to male students in our society. Basically they were scared of the male in our society.

One of the fifth teacher believed in that there was differences between male and female students 'level of participation, he stated that male students would pass comments on female students or female students had the fear of male students'comments on them. This constant fear of being commented on from males' side mostly left female students confused about the role that they otherwise needed to play in the classroom environment. This continuous worry of male students passing comments was expressed by those teachers in detail in the interviews. Similarly, the sixth teacher added his experiences that the female students ' level of participation was less than male for the reasons that male students laughed at them and made them non-participants.

Concerning the fifth interview question students 'level of participation almost all of the interviewees mentioned that students were passive. Sometimes at first they feel a little bit shy, they feel uncomfortable when they are asked to speak in English. They feel reluctant to speak in front of the whole class; but they make them speak within pairs or groups before asking them to speak in front of the whole class.

The purpose of the fourth interview question was mainly intended to elicit information pertaining to the interviewees' to answer the second basic research question that said to what extent do students participate English language classes?. Then, the first participant responded that the majority of students in the class were passive throughout the year. However, there were some students who also involved in the activities of speaking lesson.The second teacher expressed his ideas similarly to the above.

According to the third respondent, some students were very talkative in class for other purposes but they were inactive in participating in speaking lesson. He added that the overall participation of the group was almost the same (just a bit higher).

Sometimes their group presentation was not as interested as it was needed because they were not hard working.As the fourth teacher stated that the students prefer to participate when they know the answer or when they had a question. He added that the students again participated when they had enough time to think about the answer or working in small or big groups.

The fifth teacher expressed his strong agreement that the students were more participated when they provided with a good classroom atmosphere. This implies that if the condition of the classroom atmosphere is good there might be students' participation. For the other question posed by the researcher, one of the teacher in expressing his view on factors that hinders the degree to which students participated in English language classes asfollows: I have thought that speaking in front of the whole class is the main factor that hinders students' participation in speaking lesson. It is found to be the most anxiety provoking. He added that to speak in front of the whole class is a potentially risky business in many students' eyes. However, students feel a lot better when they are not required to face the whole class.

In supporting the above ideas   another teacher added that lack of preparation is another cause of students' reticence to participate in English language class. This idea is consistent with that of the study carried out by (Mustaphaa, 2010) who found lack of preparation, fear of appearing unintelligent to their classmates or instructors, and feeling intimidated students become less inclined to participate.

Another factor that the respondents expressed was calling on Students. The respondents agreed that the procedure the teacher used for calling on students was also one of the main sources of anxiety in the class. The respondents added that students were more anxious when called upon to respond individually, rather than if they were given choice to respond voluntarily.The participants announced that the students felt a bit nervous when they sat at the front of the class. Those respondents added that the students who liked to contribute in whole-class discussions tended to sit at the front of the class whereas some of them usually acted as observant and would prefer to sit at the back. A few of the students liked to participate in a small and comfortable class whereas a few were reluctant to participate in large class.

One respondent interviewee teacher reported that he tried to encourage students to participate in English language classes; but there were few students who had their own problems. The second Respondent told that classroom environment was always friendly and further he added that he discussed things, did activities, and shared experiences. Certainly teachers' facilitation makes students to participate. Respondent 4 focused on pedagogy. He responded that he often gave students assignments and took their presentations to foster students' participation in English language classes.

Respondent 5 stressed on development of a good positive rapport between teacher and students. The respondent replied that he had good relationship with students to encourage them to participate in classroom. It is a sort of trust in teacher that they tried to express themselves.

Respondent 6 opined that he spent much time to make students to actively participate although it is time consuming activity in the class to get better result in effective learning. He added that teachers' main role to increase students' participation in the class is to convey knowledge. It could be actively done by engaging students in the activities. In high school you cannot move forward without students' participation. It depends on teacher how he/she inspires them and takes them feedback.

4.7   Discussion of the Results

Participation of students in a classroom is indispensable factor for the attainment of the objectives of the instruction. It is obvious that, ifstudents are actively engaged in teaching-learning process in their class, they probably build on their knowledge, understand more and achieve all the expectations of the curriculum, and so on. Despite of its benefits, classroom participation were not recognized by many students and instructors at higher education institutions. Recognizing the fact that, in this study working with students is triedto analyze some of the influential determinants affecting classroom participation of students at Biftu Gawo highschool has been discussed hereunder.

Rocca (2010) argues that participation in the classroom has become increasingly of importance for the new generation students who demand more interaction from their class experience. Furthermore, "students who participate more in the classroom will in fact learn the subject matter more effectively than students taught in the traditional lecture mode" (Harry and Megan, 1997:1). However, there are certain factors that affect students' classroom participation and put some students at disadvantage as compared to others. One such factor as identified by researchers is the students' gender.

Accordingly, some questions were included in the students' questionnaires in order to identify factors impeding the participation of students in English language classes.. Therefore, the questionnaire results were analyzed. Finally, the results revealed that lack of self-confidence, shyness, afraid of making mistake, afraid of being despised were found to be the essential factors influencing participation ofstudents among EFL students.The majority of the students worried about talking in front of their peers due to the feeling that they have got little exposure to the target language.

Another thing that is a barrier for students' participation was their colleagues joking when they made mistakes. Students said that they participated better in the EFL classroom if their colleagues did not make with them when they pronounced words incorrectly or misread sentences in the foreign language. They said that when students laugh at them when they make mistakes they feel ashamed and less encouraged participating in other opportunities.

Half of the students interviewed indicated that the fact that English was not their first language impacted their willingness to participate as this made them feel uncomfortable. This is consistent with studies done by Kao and Gansneder (1995) and Tatar (2005) which indicated that participation is related to a students' confidence and therefore if they do not feel confident in their language abilities they are more unwilling to participate thus reducing overall participation levels.

From the teachers' interview, it was found that there were not this much great difference between females and males in the classroom participation and all students in class deserve to be treated without difference. But the teachers explained that they gave tutorial classes for the female students to increase their participation and their achievement.

All six teachers shared their opinions on the students' performance and they admitted that there were still many factors which were influencing the students' performance. Teachers mostly gave reasons in the favor of female students' performance that they performed less in EFL classroom than boys.During the teachers' interview, the teachers reported that they applied participatory method in their teaching in the classroom; however, the researcher, from classroom observation found that the teachers did not use participatory method that directs the students to participate. The findings also revealed a positive relationship between students' participation and their achievement in relation to their score in speaking classes.

Further on the basis of students and teachers perceptions, the present study concluded that teachers can foster classroom participation by engaging student in discussions. Contrary to this, Larkin and Pines (2003) argued that the attempt to include students in the classroom discussion can sometimes have undesired effects, leading to what they term avoidance behavior.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusion and recommendations drawn based on the presentation, analysis, and interpretation of data and discussion of results made in chapter four.

5.1. Summary

The major objective of the study was to explore students' participation in English language classes the case of grade 10 students at Biftu Gawo high school.

The three basic research questions were a) what are the main factors that affect students' participation of grade 10 students in English language classes? (b) To what extent do students in grade 10 participate in English language classes? (C) What should teachers do to increase students' participation in English language classes?To address these basic questions, Biftu Gawo high School which is found in Kelem Wallega zone Gawo Kebe district was selected purposively. The researcher devised descriptive research design for the study.In this high school, all English language teachers were selected as samples using comprehensive sampling technique. Regarding students' participation, out of 640 grade 10 students in school 10 % (64) of them were selected using stratified sampling technique.

To gather the necessary data, questionnaires for the students andinterview questions were administered for both sampled students and teachers respectively.Accordingly, the responses obtained from both the sample teachers and students through the close-ended items of the questionnaire were tabulated and analyzed using SPSS.

 Furthermore, the data collected through the interviews, were incorporated to substantiate the data obtained using the close-ended items of the questionnaire. At last, after analyzing and interpreting the data, the outcomes were arrived at.

The results revealed that lack of self-confidence, shyness, anxiety, afraid of making mistake, afraid of being despised learners' self-esteem,classroom arrangements, calling on students'lack of preparation werefound to be the main factors influencing students' participation in English language classes.

The data gathered via interview revealed that students' participation in class room at Biftu Gawo high school was very low. The finding indicated that most ofthe students showed that they participated in EFL classroom rarely. From this result it is possible to conclude that the magnitude of students in classroom activities was very limited. The finding indicated that there is a tendency that students with active participation would achieve better academic results compared to those who werepassive.

5.2 Conclusions

On the basis of the findings of the study, the researcher has drawn the following conclusions. Even though the students had some understanding the importance of participation the fact that English was not their first language impacted their willingness to participate as this made them feel uncomfortable.Data analysis revealed that secondary school students did not participate in classroom at a considerable significant level;internal and external factors influenced both genders almost in the same way.

The result of the study suggested that students did not have self-confidence to participate in English language classes... The study also suggested that the students had lack of basic language knowledge (grammars and vocabularies) in constructing meaningful utterances.

On the basis of the findings of this study, it is suggested to plan the teaching process by considering the factors that will increase the secondary school students' effective participation and their motivations.Analyzing the results, it was concluded that Biftu Gawo high school male and female EFL learners did not differ significantly in willingness to participate during English language classes.

The study further revealed that one of the main factors that affect students' participation was lack ofself-confidence.Some teachers also did not encourage their students to try to communicate in English language when asking and answering questions in classes.

It can be concluded that teachers perceived their strong role in students' classroom participation. They reported various dimensions of their role they played in the class for fostering students' participation. They changed their pedagogy, provide a healthy and friendly environment in the class, developing good rapport with students, encouraging to speak, enjoying jokes to reduce anxiety etc.

5.3 Recommendations

Based on the discussions and conclusions made, the researcher forwarded the following recommendations.

- The teachers should encourage the students to have self confidence in participating in EFL classroom.
- . Teachers should emphasize that making mistakes is an inevitable process in learning a foreign language and second, helps relieve the face saving concerns by making every students speak English in class and at school.

- Teachers should reduce students' anxieties by creating an atmosphere in which they feel comfortable asking questions, and admitting when they do not know something.

- Teachers should improve students' participation by devoting time and thought to shape the environment and planning each class session; interact both verbally and non-verbally, communicates to students their attitude about participation.

- Teachers should encourage and motivate students to develop positive attitude and to participate in asking and answering questions in EFL classes.
- Both teachers and students must actively engage in EF classroom to create a more fun and meaningful classroom participation.

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Appendix A

<div align="center">

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

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Questionnaire for students

The purpose of this questionnaire is to obtain information about the factors affecting the participation of students during English language speaking class. Your genuine response contributes much to the success of the research to be under taken. Hence, you are kindly requested to fill the questionnaire.

Thank you!!!

Part I   Items related to factors that affect students' participation in EFL classroom in speaking lesson

For each of the following statements please indicate your agreement or disagreement by putting () mark in the space provided according to the following scale

strongly agree=5, Agree= 4, Uncertain=3, Disagree=2, and Strong disagree=1

No	Statements	Level of agreement				
I	**Items related to factors that affect students' participation in EFL classroom in speaking lesson**	5	4	3	2	1
1	I get tense and nervous when I am speaking English in front of the whole class					
2	I feel my heart pounding when I am called upon to answer a question in English class					
3	I talk less because I am shy.					
4	I am too afraid to volunteer answers to the teacher's question because my classmates would laugh at me if my answer was wrong					
5	It is unpleasant speaking English in class because my mistakes make me feel incompetent.					

6	I am 'afraid of being seen as foolish if I make too many mistakes when I speak in class					
7	In order not to participate in the English class, I like to sit at the back row					
8	I get nervous when the teacher asks questions which I have not prepared in advance.					
9	I am reluctant to participate in class because I am afraid of my teacher' harsh comments and negative gestures					
10	I do not practice English due to big class size.					
11	I am reluctant to participate in the class discussion because I am not interested in English.					
12	I am reluctant to participate because I can't respond quickly and fluently.					
13	I always feel nervous speaking English because I do not have enough vocabulary to express my ideas.					
14	I am worried about my pronunciation when I speak in the class.					
15	I feel more relaxed in pair work or group work					

Part II. Items related to Students' opinion on their participation in English speaking class

For each of the following purposes show how often do you participate during English language speaking lesson by putting (□) in one of the boxes according to the scale below.

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

No	Items	Frequency of degree				
II	**Items related to Students' opinion on their participation in English speaking class**	Always	Usu.	Som.	rarely	never
1	How often do you ask and answer questions in English?					
2	To what extent do you talk to your partner in English?					
3	To what extent do you speak English effectively in English Classroom?					
4	How often do you confidently speak in the class?					
5	How often do you confidently speak in the class?					

No	Items				
6	To what extent do you tell story in the classroom in English language?				
7	To what extent do you introduce yourself in English?				
8	To what extent are you trying to speak in English outside the classroom?				
9	During most classes, how often do you participate orally?				

For each of the following statements please indicate your agreement or disagreement by putting

(□) mark in the space provided according to the following scale Yes or No

No	Items				
		M	F	M	F
1	I participate in EFL classrooms when I called by the teacher				
2	I participate in EFL classrooms voluntarily				
3	I participate in EFL classrooms because I know the answers				
4	I participate in EFL classrooms because the subject matter interests me				
5	I participate in EFL classrooms because I feel free to participate in front of my colleagues and teachers				
6	I participate in EFL classrooms because I try to give the answer even if it is wrong				
7	I participate in EFL classrooms because I am not afraid of the teacher getting mad at me if I make mistakes				

Yuuniivarsiitii Jimmaa

Kolleejjii Saayinsii Hawaasaa fi Namoomaa

Muummee Afaan Ingilizii fi Ogbarruu

Gaafannoo Barattootaa

Kabajamoo barattootaa,

Kaayyoon qorannoo kanaa haala hirmaannaa barattootaa afaan Ingilizii barachuu keessatti qabanii kan kutaa 10 ffaa mana barumsaa Biiftuu Gawoo ilaalchisee yaadaa fi shaakala barattoota irratti xiyyeeffata. Gaafannoon kun kutaa lama qaba. Kutaan jalqabaa odeeffannoo haala dhuunfaa qabata. Kutaan lammataa immoo gaaffilee qoranicha ilaalchisee dhiyaatan irratti xiyyeeffata/fuulleffata.

Kanaaf, gaafannoo dhiyaate kanaaf yaada yookiin deebii keessan akka kennitaniif kabajaan gaafatamttaniittu. Hirmaannaan keesan milkaa'ina qoranichaaf gumaacha ol'aanaa qaba. Deebiin isin kennitan dhimma qorannoo kana qofaaf oola. Maqaa keessan barreessuun barbaachisaa miti.

Hirmaannaa keessaniif galatoomaa!

Kutaa tokko: Odeeffannoo haala dhuunfaa

Qajeelcha: Odeeffannoo haala dhuunfaa keetii saanduqa kenname keesatti mallattoo ($\sqrt{}$) fayyadamuun agarsiisi.

1. Saala: Dhiira □   Dhalaa □

2. Umurii: A. 15-20 □   B. 21-30 □   C. 31 fi isaa oli □

Kutaa lama:

Qajeelcha: Gaaffileen (himootni himamsaa) armaan gadii yaadaa fi shaakala barattootni haala hirmaannaa isaan Afaan Ingilizii barachuu irratti qaban irratti xiyyeeffata. Deebii kee, deebiwwan filannoof dhiyaatan: "Cimseen walii gala", "Waliin gala", "Nan morma", fi "Cimseen morma" jedhan kessaa filadhu.

Ibsa

Safartuu	Koodii	Qabxii
Cimseen walii gala	CWG	5
Waliin gala	WG	4
Nan morma	NM	2
Cimseen morma	CM	1

1. Yaada barattootni wantoota hirmaannaa isaan Afaan Ingilizii barachuuf qaban miidhan ilaalchisee

T/L	Yaada barattootni wantoota hirmaannaa isaan Afaan Ingilizii barachuuf qaban miidhan ilaalchisee	Deebii			
		CM	NM	WG	CWG
1.1	Yeroon daree barnootaa keessatti barattoota fuulduratti dubbachuu shaakalu sodaatu natti dhaga'ama.				
1.2	Yeroon daree barnootaa keessatti gaaffii akkan deebisuuf maqaan waamamu soda guddatu natti dhaga'ama.				
1.3	Dree barnootaa keesatti baay'ee hin dubbadhu sababni isaa miirri soda waanan qabuuf				
1.4	Fedhii kootiin gaaffii gaafatamuuf deebii kennuuf fedha hin qabu sababni isaa hiriyoonni koo natti kolfu jedhee waana yaaduuf				
1.5	Daree barnootaa keessatti A/Ingliffaa dubbachuun nan gammachiisu sababiin isaa namni dogoggora uumuun akka dorgomaa hin taanetti waanan ilaaluuf				
1.6	Yeroon dogoggora baay'ee uumu akka nama waa hin beekneettin of fudhadha				
1.7	Daree barnootaa keessa gara dudda duubaan taa'a sababni isaa hirmaachuuf fedha waanan hin qabneef				
1.8	Yeroo barsiisaan deebii gaaffiin itti hin qophoofnee na gaafatu soda guddaatu natti dhaga'ama				
1.9	Sababii soda dheekkamsaa fi yaada barsiisaan naaf kennuuf jecha daree barnootaa keessatti hirmaannaa gochuuf nan rincica.				
1.10	Sababii bal'ina daree barnootaaf A/ Ingliffaa shaakaluuf fedha hin qabu				

1.11	Fedha waanan hin qabneef A/Ingliffaa hirmaachuuf nan rincica.				
1.12	Dandeettii ariitiiniifi sirriin deebii kennuu waanan hin qabneef hirmaachuuf diddaan agarsiisa.				
1.13	Waa'ee akkaataa jechoota itti dubbataniif yaaddoon qaba.				
1.14	. Beekumsa hiika jechootaa waanan hin qabneef A/Ingliffaa shaakaluuf sodaatu natti dhaga'ama.				
1.15	Yeroon hojii nam-lameefi garee keessatti hirmaadhu baay'een gammada				

2. Hammam barattoonni A/Ingliffaa barachuu keessatti hirmaannaa akka qaban ilaalchisee

Qajeelcha: Himootni himamsaa armaan gadii Hammam barattoonni A/Ingliffaa barachuu keessatti hirmaannaa akka qaban irratti fuulleffata. Deebii kee, deebiiwwan filannoof dhiyaatan: "Gonkumaa", "Darbee darbee", "Yeroo tokko tokko" "Yeroo baay'ee", fi "Yeroo hunda" jedhan keesaa filadhu.

Ibsa

Safartuu	Koodii	Qabxii
Yeroo Hunda	YH	5
Yeroo Baay'ee	YB	4
Yeroo Tokko Tokko	YTT	3
Darbee Darbee	DD	2
Gonkumaa	G	1

T/L	Hammam barattoonni A/Ingliffaa barachuu keessatti hirmaannaa akka qaban ilaalchisee	Deebii				
		G	DD	YTT	YB	YH
2.1	Hammam A/Ingliffaan gaaffiis gaafattee deebiis kennuu irratti hirmaatta?					
2.2	Hammam A/Ingliffaan hiriyaa daree keetti haasofta?					
2.3	Hammam A/Ingliffaan daree barnootaa keessatti ga'umsaan hirmaatta?					
2.4	Hammam daree barnootaa keesatti ofitti amanamummaan dubbatta?					
2.5	Mammam A/Ingliffaan oduu durii daree keessatti barattootatti himta?					
2.6	Hammam ofii kee A/Ingliffaan of ibsita?					
2.7	Hammam daree barnootaan alatti afaan Ingliffaadubbachuu shaakalta?					

3. Yaadolee sababoota barattoonni daree barnootaa A/I keessatti akka hirmaataniin walqabatan irratti kan xiyyeeffate

Qajeelcha: Himootni himamsaa armaan gadiiyaadolee sababoota barattoonni daree barnootaa A/I keessatti akka hirmaataniin walqabatan irratti kan xiyyeeffate. Deebii kee, deebiwwan filannoof dhiyaatan: "Cimseen walii gala", "Waliin gala", "Nan morma", fi "Cimseen morma" jedhan kessaa filadhu.

Ibsa

Safartuu	Koodii	Qabxii
Cimseen walii gala	CWG	5
Waliin gala	WG	4
Nan morma	NM	2
Cimseen morma	CM	1

T/L	Yaadolee sababoota barattoonni daree barnootaa A/I keessatti akka hirmaataniin walqabatan irratti kan xiyyeeffate	Deebii				
		CM	NM	HM	WG	CWG
3.1	Daree barnoota A/Ingliffaa yeroon barsiisaan maqaa koon na waamun hirmaadha.					
3.2	Daree barnoota A/Ingliffaa keessatti fedha kootiina hirmaadha					
3.3	Daree barnoota A/Ingliffaa keessatti sababiin deebii gaaffilee beekuufan hirmaadha.					
3.4	Sababiin gosa barnootichaatti fedha qabuuf nan hirmaadha.					
3.5	Daree barnootaa keessatti kan hirmaattuuf sababii bilisummaan hiriyoota kee fi barsiisaa fuulduratti dubbattuufi.					
3.6	Yoomayyuu deebiin kee sirrii ta'uu baate gaaffii deebisuuf ni yaalta.Daree barnootaa keessatti kan ati hirmaattuuf sababii soda barsiisaafi dogoggora uumuu waan hin qabneefi.					

Appendix C

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Interview for Students

The purpose of this interview is to obtain information about students' participation in English language speaking class. Your genuine response contributes much to the success of the research to be under taken. Hence, you are kindly requested to give your ideas.

Thank you!!!

1. Do you think it is important to participate in class? Why or why not?
2. What factors influences your level of participation in speaking lesson?
3. Do you believe that committing mistakes in the class room is disgraceful?
4. When the teacher asks the questions how often do you volunteer to answer?
5. What activities does your teacher often use to increase your participation?
6. Which activities can motivate you to participate in English language classes?

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Interview for English Teachers

The main purpose of this interview is to collect information regarding to the factors that affecting the participation of students during English language speaking class in Biftu Gawo Secondary school in Gawo Kebe woreda. Thus, your direct participation has been found essential and you have been selected for the interview. So, you are kindly requested to provide information needed objectively and honesty. It is assured that the collected information will be kept confidential and used for research purpose only.

Thank you!!!

Interview Questions

1. Can you describe your students' participation in EFL classroom?
2. Do you think the teaching methods you use in speaking class are participatory? If not why not?
3. To what extent do students participate in EFL classroom?
4. What activities do you use to increase students' participation inEnglish language?
5. What do you think hinders the degree to which students participate in speaking lesson?
6. What are your own experiences to increase students' participation effectively in English language?
7. Which activities do you often conduct in English language class to increase the students' participation?