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EFL LEARNERS' RISK-TAKING BEHAVIOR, WILLINGNESS AND PRACTICE IN SPEAKING CLASSES AND THE CHALLENGES THEY FACE: FIDE SECONDARY SCHOOL, GRADE 11 IN FOCUS

BY

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SEPTEMBER, 2021

JIMMA, ETHIOPIA

EFL Learners' Risk-Taking Behavior, Willingness, and Practice, in Speaking Classes and the Challenges they face: Grade 11 of Fide Secondary School in Focus

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A Thesis submitted to the Department of English Language and Literature in Partial Fulfillment to the Requirement for the Degree of Master of Arts in Teaching English as a Foreign Language

September, 2021

Jimma, Ethiopia

Declaration

I declare that this research *"EFL Learners' Risk-Taking Behavior, Willingness, Practice, and Challenges in Speaking Class: Grade 11 of Fide Secondary School in Focus"* is my original work and that all sources which I have used or quoted have been indicated and acknowledged by means of references list. Brief quotation from this thesis is allowable without special permission provided that accurate acknowledgment of source is made.

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Acknowledgments

Abstract

This study aimed at investigating EFL learners' risk-taking behaviour, willingness, and practice in English speaking classes and challenges they encounter. To achieve this objective, descriptive survey research design was used, and in such descriptive research design, it was required to collect data from large number of respondents so that questionnaire was used as the main instrument to gather data. Besides, classroom observation and structured interview were also used to triangulate the data. Respondents from student population were selected using comprehensive sampling procedure, and all available students, were taken as participants of the study. In addition to this, the four available teachers were made to participate in the study being interviewees. These four teachers' classes were also observed four times so as to gather data about the practice of learners in the speaking classes. Mixed approaches which were combinations of both quantitative and qualitative date analysis method were employed to analyse the collected data. The quantitative data were presented in tabular form to show the result and the qualitative data were analyzed thematically in statements. The result of this study indicated students have problem of taking risk in English speaking class. In relation to the willingness of the students towards the real practice of speaking skill in EFL classes, they had negative towards its implementation. However some of the challenges students faced when they practice speaking skill were teachers' methodology that did not help them to develop speaking skill and teachers' focus on grammar knowledge instead of speaking skill. Finally, possible suggestions were recommended. For instance, the students have to do more practice English exercises in order to improve their speaking skill. In addition, the students should feel responsible for their own learning speaking and building their knowledge of grammar and vocabulary to be confident to speak in English.

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Acronyms

EFL   -   English as a Foreign Language

ELT   -   English Language Teaching

FL   -   Foreign language

ILSs   -   Integrated Language Skills

ILSsA   -   Integrated Language skills Approach

LW   -   Learners' Willingness

LRTB   -   Learners' Risk Taking Behaviors

LP   -   Learners' Practices

SPSS   -   Statistical Package for Social Sciences

CHAPTER ONE: INTRODUCTON

1.1 Background of the Study

English is a foreign language which is used as a medium of instruction in Ethiopia secondary schools and above. It is also taught as one subject beginning from kindergarten in the country's education sector. Moreover it becomes the dominant language in area of business, banking, entertainment and technology. In Ethiopia, the teaching and learning of English language in both formal and informal form of education is so apparent that most of the people show greater effort to use the target language for communicative purpose. Nunan (2004) argues that most people consider communicative competence as the productive skill they improve though they give due emphasis for their speaking skill. In most sector of modern life, speaking English language is also given vital place to hold the communication.

Especially, in the formal education scenario, students are required to practice each of the language skills in order to attain personal and academic objectives. Scholars in the field, curriculum designers and practitioners like teachers have also been observed to lay much effort to make the students able speakers in the target language so that many methods and approaches have been introduced to deliver the language lesson in the classroom. As has been stated by Harmer (2001), most of the modern approaches to language pedagogy transform the focus of the field from form-based instruction to meaning-based instruction. Because of this, the recent methods and approaches give due emphasis to teach the language itself instead of teaching about the language. Consequently, communicative language teaching methodology was introduced in late 1970s based on interactive view of language and social constravist view of language learning.

After the emergence of communicative approach, though all language skills have been given equal emphasis, speaking skill has got champion when integrating the other language skills is thought (Brown 2001). The approaches that were introduced in the communicative language teaching methods such as task-based approach, procedural methods, theme-based instruction, and problem-solving approach and so on mainly focus of speaking skill to gather learners' reflection and to give feedback (Harmer, 2001). Richards and Rodgers (2001) state the transition from teacher-centred approach to learner-centred approach opens wide opportunity to give the

affective factors of learners, but the transition from learner-centred to learning centred approach which was a trend that have been implemented since the late 1990s urges the language pedagogy scholars and practitioners to focus on reflective learning. They further suggest that most of the reflection part has been held via speaking.

Sharma (2005) mentions that oral practices are required as vital variables in learning second/foreign language and expressing through opinion and idea orally. It was pointed out that oral practices require risk taking behaviour and willingness to practice in various contexts. Risk-taking behaviour is the act or of doing something that involves threat that could be hindrance in order to achieve a goal (McCroskey, 1984). Zarfsaz and Takkec (2014) strongly suggest, "Risk taking is supposed to be a fundamental issue in foreign language learning especially with regard to speaking activities." They cite Beebe (1983) to further explain the meaning of risk-taking which means it is the act of learners to take risk every time they attempt to say something in the language classroom. It is also commented that realization of risk should be considered in order to perform appropriately.

To take risk in order to reflect via speaking, users should have inherent willingness which means rational interest that was derived inherently or intrinsically (Sakai, & Kikuchi, 2009). Willingness to take risk triggers practices that can be indicated in active participation in the classroom whether correctly of not (Zeng, 2010).According to Park & Lee (2005), challenges are unavoidable when learners practice willingly by taking risks they might face in the classroom. In short, in speaking classes, willingness to participate every activity and practicing the skill were so vital that learners were required to take-risk which challenges their endeavour.

Zarfsaz and Takkec (2014) remark that learners should be helped to take any risk willingly and practice speaking skills continuously to improve their speaking skills. Though learners were made to participate in any form of input which could be received via reading and listening sources, they could not be fruitful unless they were willing to take risk when they reflect what they learn in the class (Swain, 1987). Besides, the challenges that learners faced in the speaking classes can only be observed when learners showed interest to take-risk and participate in the class. To this end, the present study mainly focuses on investigating EFL students' willingness to take risk when practicing tasks in the speaking lesson.

1.2 Statement of the Problem

The study aimed at investigating EFL students' risk-taking behaviour, willingness, and practice in speaking class and challenges they encounter. The study variables such as risk taking behaviour and willingness have integration so that they trigger sequential relationships. In addition, the variables such as practice and challenges could also be inseparable because challenges were unavoidable if someone tries to implement certain action into practice. These four variables require such a large number of respondents that data should be collected, sorted, presented and analyzed using descriptive survey.

Tanveer (2007) opines that learning speaking skill and improving it for communication in foreign language context creates a problem for many students because students feel anxious of making mistakes and fear of negative evaluation from teachers and class mates. Oxford (1998) remarks that fear and anxiety hinder willingness. Consequently, learners' participation in speaking classroom becomes so low that communication gap was the common features. Besides, there were a number of affective variables which determined students' active participation in English speaking class. As had been stated by Harmer (2001), learners could be exposed to the target language only in the English classroom in foreign language context. Learners had to actively participate in English classroom in order to improve their skills by practicing what was given. However, most learners had been observed using vernacular language instead of taking risk in speaking lesson. Because of this, many students faced problem of improving their communicative competence.

In Ethiopia, even though English is used as a medium of instruction and all subjects were taught using this foreign language, and it had been taught as a subject to students from early stages, most learners had unsatisfactory level of proficiency and low interest to adopt it to communicate with others. Almost all the teachers have been observed the fact that teachers' talk is much more than students' talk during a lesson. These teachers believed that making students talk was one of the most problematic parts of the students' engagement in the class, and it was in fact their primary concern. Teachers did their best to avoid the silence in the classroom as they felt failure when their learners failed to reply. In such a situation, teachers repeated or rephrased the

question or finally answered themselves. Student pressure and the supervision over classroom interactions are reduced, learning opportunities will increase.

Sisay (2011) contends that Ethiopian learners don't give attention to practice in English when they were doing activities in groups or pairs. He further points out that in most cases students preferred to use their mother tongue to give answer for their teacher. This shows that high level of fearing of negative feedback jeopardize the teaching learning process. Besides, loss of confidence to practice their speaking skills might affect their willingness which was the main factor to take risk to accomplish tasks.

In the English classroom, most of the learners are usually observed not willing to take risk to open their mouth in the target language (Oxford, 1998). Because of this, most of them had shown law level of practice, and they did not interact in English when group activities were given. This in turn may hinder their language development. As stated by skinner (2005), promoting students attitude towards subject of studies could encourage them to persuade the expected knowledge and skills from what they accomplished. He further asked the question why it was difficult to learn a foreign language. In addition to this, the questions such as what hindrance aggravate learners' speaking problem and how this problem could easily be tackled did not get answer so that our students' speaking skill at all level of education require deep scrutiny.

Several studies have been investigated on the issues of EFL students' risk-taking behaviour, willingness, and practice in speaking class and challenges they encounter. Firstly, Zuniga (2013) conducted a research entitled in fostering Risk-taking through pair work activities in EFL setting. His study was a case study conducted using two qualitative data collection instruments, observations and interviews with six students of EFL at a public school. The findings of the study shows pair work activities had advantages to promote risk-taking behaviour of students and enhance interaction among students. This study looks a pre-experimental study and it does not touch what factors initiate risk taking behaviour of students.

Bang (1999) studies on Factors affecting Korean students' risk-taking behaviour in an EFL classroom". This study mainly focuses on learning all language skills. The finding of the study shows that affective variables such as anxiety, low motivation and unfavourable attitude were the

main factors. Other physical and environmental factors had been mentioned. His study never explains about learners' risk taking behaviour.

Zeng (2010) conducts a research on the Chinese students' willingness to communicate in English. The study is all about the willingness of EFL learners in China. The result showed that though many learners become willing to learn English, some factors hindered their interest to attend English classes. Besides, Sakai & Kikuchi (2009) studied demotivating factors of practicing and willingness in EFL speaking classes. They attempted to correlate willingness with practice of learning speaking skill. The finding showed that willingness had positive correlation with practice of attending speaking classes.

In Ethiopian context, though many researchers had conducted studies on the variables indicated in this study, most of them treat the variables separately. Sisay (2011) for instance conducted a research entitled "EFL students' willingness to participate in speaking classes and challenges they face". The study mainly focuses on learners' motivation towards participating in learning speaking skills. The finding shows that willingness is the main inertia to have active participation in classroom, but challenges such as anxiety and low self-efficacy hinder the students' participation. The study site of this research was Addis Ababa University and the learners were first year students.

Tigist (2013) studies the risk taking behaviour of EFL learners in responding orally in English classroom. Her study shows that in order to develop the skills needed this especially the oral one of understanding and speaking. We had to cope with a number of obstacles such as, the size of the room often 60 or more learner, arrangement of the class with given hour available work activities to develop mastery of language system and group activities to develop fluency. These problems lead students to different problem. This research addresses the oral courses of students risk taking behaviour in English speaking class. Her study did not raise the variables such as willingness, practice and challenges in speaking classes.

In short, to the knowledge of the researcher, there was scarcity of research conducted on the four variables those were risk taking behavior, willingness, practice and the challenges they encounter in speaking class mentioned in the study especially, in fide secondary school. But, no local research is carried out on students' risk taking behavior of willingness, and practice in speaking

class. Students' willingness in speaking skill will either positively or negatively affect the speaking instruction. On the other hand, students' practice about the speaking in the class room will affect their progress in speaking. In addition there were no any studies that were scrutinized on these variables. Thus, the researcher finds out that it is crucial conducting a study on EFL learners' risk-taking behaviour, willingness, and practices in speaking class and the challenges they face. The study poses the following research questions:

1. How are EFL students aware of their risk taking behaviour in learning speaking skills?
2. What type of risk-taking behaviour do EFL students perform when learning speaking skills?
3. How do EFL learners indicate their willingness to engage in speaking classes?
4. To what extent do they practice in speaking classes willingly by taking risks?
5. What are the challenges that EFL learners face when they practice speaking skill?
6. What measures do they take to tackle the challenges they face?

1.3. Objectives of the study

1.3.1. General Objective

The general objective of this study was to investigate EFL students' risk-taking behaviour, willingness, practice and challenges in speaking class.

1.3.2. Specific Objectives

The specific objectives of the study were to

➢ identify how EFL students are aware of their risk-taking behaviour they in speaking class

➢ find out the types of risk taking behaviour EFL learners use in learning speaking skill

➢ See EFL learners' willingness to learn speaking skills

➢ indicate the extent of EFL learners' practice of learning speaking skills

➢ find out the challenges EFL learners face when learning speaking skills

1.4 Significance of the Study

This study would have direct implication for EFL teaching. First this study could attract teachers attention to the students risk taking behavior, willingness and challenges when they practice English and to find out more ways to develop students interest to wards speaking.The result of this study intend to find out more ways to measure students risk taking level and willingness to practice the target language. The researcher believed that this study and its findings would provide some contribution for researchers in this area. For instance course designers would be provided with the information about the speaking tasks that EFL learners became willing to take risk when practicing to accomplish those tasks.

The study would also provide teachers with how to motivate EFL learners to take risk and to became willing to participate in speaking classes and what challenges that commonly hinder EFL learners' willingness, risk taking behaviour and practice in speaking classes. It also helped to create awareness among students to take risk willingly to practice in English language speaking classes. It would provide learners with the challenges that hinder their practice of learning speaking lesson. I would present my findings in front of school community to create awareness about problems, results and recommendations. Finally, material developers may use the findings and results of this study as an input in designing curriculum. To do this the researcher submitted her research in library at Last but not the least, researchers who want to conduct research on the same issues could use the study and its finding as a source.

1.5 Scope of the study

This research was delimited to study Fide Secondary School grade 11 students' risk taking behaviour, willingness, practice and challenges they face in speaking class. Fide secondary school was found in SNNPR Sheka zone Yeki woreda. The students who were attending their lesson in the school in 2020/2021 academic year were made to participate in the study. In this study, learners problem of risk taking behaviour, willingness, and practice in speaking class and challenges they encounter had given due emphasis. English teachers who had been teaching grade 11 in the school were made to involve in responding to the interview so as to get further information about the study variables. In addition the schools were selected purposely because, there was no any research that targeted the schools in the area of language in general and to

investigate English foreign language speaking problem and its contributing factors in particular. The design of this research was descriptive survey research method, and it investigated the students risk taking behaviour, willingness, and practice in speaking classes and the challenges they encounter. In order to collect data the researcher used questionnaire (closed ended) and structured interview that contain open ended questions. A likert scale (four point scale) have been used to measure the extent of willingness, practice and challenges of students and teachers encouragement. Fernald (2007:450) state that, "typically an attitude scale was constructed according to likert method in which different statements conserving the issue we assembled each one accompanying by a scale of three to seven interval ranging from externally negative by making a position on the scale. The class room observation was conduct four consecutive classes to observe students activities. Mixed approach which includes both quantitative and qualitative data analysis methods were employed in order to answer the research questions and to attain the objectives. Based on the nature of variables different stratification treatments were used.

1.6 Limitations of the study

The study has showed certain potential constraints. First the study was conducted with a very specific sample thus difficult to generalize its findings. It was better and more effective if all students in the school were included in the study to gather sufficient information in order to obtain better result. Second to investigate the complex issue of students risk taking behavior, willingness and practice in speaking class limited time was available for gathering data from respondents. Third, to collect data the researcher used 3 tools like questionnaire, observation and interview. If other tools, for instance focus group discussion and document analysis were used this study would have revealed further out come. Furthermore Sheka zone constitutes above 10 high schools. Since it was difficult to include all schools of EFL learner to study, the researcher preferred to focus on sample schools, and sample class grade 11 of students in fide secondary school. In addition there were some problems during data collection. The first one is the participants' low willingness and openness to answer the questions according to the instruction. The other limitation was some teachers were not voluntary to be observed.

1.7. Operational Definition

The title of this research is risk-taking behaviour, willingness and practice in speaking class and the challenges they encounter in grade 11 students of fide secondary school. To avoid the misunderstanding, there were some key words that are really necessary to be explained. They are risk taking behaviour, foreign language anxiety, speaking and speaking difficulties.

Risk taking behaviour is the practice of engaging in a new venture with confidence. The challenge needs you to leave our comfort zone by stretching the mind, body, emotion, spirit, or interpersonal relationship. It is a personality factor that concerns the degree to which a person is willing to undertake actions that involve a significant degree of risk.

Foreign language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviour related to classroom language learning arising from the uniqueness of the language learning process.

Speaking is the ability to communicate orally and to carry out the conversation in order to reach the particular purpose of human communication by using language. Speaking also defined as a language skill which is developed in childhood and preceded as a productive response of listening skill.

Speaking difficulties is the problems that are faced by human being while they are speak. Speaking difficulties also can be defined as some factors causing trouble in achieving a positive result or tending to produce a negative result, or as the level of resistance to reach successful performance in speaking activity.

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

CHAPTER TWO: REVIEW OF RELATED LITERATUR

Review of related literature used to indicate scholars ideas on the major issues of the study related to EFL learners risk taking behaviour, willingness and practice in speaking class and the challenges they encounter. It discussed about theoretical and conceptual framework about the topic relating to other researchers' and scholars' ideas about definition of speaking, and risk taking, factors affecting speaking skill, why speech, oral view of speech, methods of increasing risk taking etc. They were quoted by using direct quotation, paraphrasing and summarizing. In addition the other tackles the empirical studies conducted on the same topic.

2.1 Speaking

One of the ways to communicate well is through speaking ability. If we can make the listener understand about what we are talking about, the conclusion is we can communicate well. In this case, Harmer (1998: 88) stated that speaking skill is the activity of a productive skill. It is the way in which language is realized in communication function. It means that in teaching speaking the students should talk a lot and the teacher gives opportunity for the students to communicate each other as much as possible by using target language. In this case teacher should motivate how the students can enlarge their imagination to speak up. Speaking is one way to communicate ideas and messages orally. To enable students to communicate, we need to apply the language in real communication. According to Bilbrough (2007), speaking is people's utterances with the goal of having their intentions recognized and recipients process a speaker's remarks with the goal of recognizing those intentions.

2.2 Definition of the speech

Speech is the primary form of interpersonal communication that we use to persuade an individual or group to make some particular course of action. In any case it needs the presence of audience or listener unless the speech will be no purpose, Byme (1986) defines speech as: it is a two way of process between speaker and listener. Also involves the productive skills speaking and there captive skills of listen.''

2.3 Definition of Risk-Taking

Risk-taking is defined as the behavior of doing something which involves risks with the aim of achieving something in the Longman Advanced Dictionary (3rdedition, 2004). As the fact that studies on risk-taking are very mature and have produced fruitful results abroad, various definitions of risk-taking are proposed by many researchers abroad. Bem (1971) considers risk-taking as behaviour that someone is willing to make something new and different.

Sinclair (1975) regards that risk-taking is the practice of engaging in a new venture with confidence. The challenge needs you to leave your comfort zone by stretching the mind, body, emotion, spirit, or interpersonal relationship. Beebe (1983) defined risk-taking as: an individual should make choice from different possibilities, and the result is uncertain, maybe it turns out failure. Ely (1986) further pointed out that risk-taking in foreign language acquisition refers to the tendency of taking risk when using foreign language. Their four concrete behaviors are: using new linguistic elements without hesitancy; trying to use the intricate or difficult linguistic elements; be tolerant enough to use less accurate or precise language; do not practice secretly before using new language elements.

Bang (1999) usually defines risk taking as 'a hypothesized personality dimension reflecting the degree to which an individual is willing to undertake actions with a significant degree of risk'. He also gives his definition in spoken discourse. He defines risk-taking as learners' initiative or voluntary participation when there is no response from the instructor's questions. In language learning, especially in learning oral English, Bang (1999) defines risk-taking behaviour as an active oral participation or involvement such as raising questions, responding to the teachers' questions, and making comments during the classroom activities.

Richard et al. (2000) defines risk-taking i. Risk-taking is believed to be an important characteristic of successful foreign language learning, since the learners have to be willing to try out hunches about the new language learning and take the risk of being wrong. According the above definitions, it can be concluded that the concept of risk-taking contains the psychological traits of language learners, which imply their behavioral trend. More specifically speaking, students with risk-taking behaviour possess the following traits: (1) Willing to receive challenging tasks when there is no certain success; (2) Choosing tasks which involve

intermediate and reasonable risk instead of excessive risk; (3) Sharing and advocating ideas they believe in when those ideas are unpopular; (4) Willing to use a critical appraisal way to assess their work or thinking and correct thinking when successfully challenged. (5) Willing to be incorrect and daring to take on risky tasks that might end up with failure.

In summary, risk-taking refers to the willingness to undertake extremely challenging tasks, the braveness of making mistakes and the confidence of advocating unconventional or unpopular ideas, which contributes to English language learners' improvement of personal growth and accomplishments.

2.4 Oral view of the speech

Scholars agree that speech can claim a linger existence than many other courses in the curriculum Brown and Yule in favour of this view say that: the serious consideration of the spoken language as a subject for teaching has long history, but only made a decisive impact on foreign language teaching in general after the end of second W.W.W (198:28).Despite the relatively great role the pioneers scholars Hitch man (1968:3) claims that: in the past there has been an almost total neglect of the teaching of certain aspect of spoken English than now: He further states that "the growing demand of English as a means of communication and a medium of instruction increase the demand for learning it in schools.''

2.5 Why Study Speech

As previously mentioned the fact that speech is primarily form of interpersonal communication makes it worth. Dealing with Bygate (1987) says that: speaking is a skill which deserves attention every bit as literary skills in both first and second language learners often need to be able to speak with confidence in order to carry out many of their most basic transaction.

Speech not only serves as a medium of instruction in schools, but also permits all others activities that human being performs to accomplish their plans and meets their daily needs by connection with others. For instance Hitch man (1966:4) more and more people are achieving position in if in which they need to persuade others or to conduct some form public relations, however humble add all by means of spoken language. There is no place where we use spoken language presently peoples study not only for the reason that it is primarily means of

communication, but also because they want to excel in it and to be better than other people in any opportunity that require a better competence, it is the key that unlocks the door of opportunity in the world of jobs and jobs opportunity (1966).

Furthermore, Freeman (1986:22) explains that people need language not only as a means to the development of their power of thought and as a key to sociality and the world of work but also satisfying deep personal needs as a means of self-expression through the release of imagination his ides is not exceptional to spoken language but inclusive. Another way to separate making from leaning is to allow students to work together no new idea. That way their initial errors will be tempered by the response of their colleagues before being seen by the teacher. There is a lot of work being done these days on the benefits of collaborative learning.

2.6 Learning Involves Risk-taking

Learning involves risk taking; teaching involves thrust building, Marilla Shinki (1989-90) mentions that the premise of the article is the learning like all other creative acts, will flourish in an atmosphere in which the learner is willing to take risk created such an atmosphere for learning. If we accept this view of learning as risk taking leads to confront the factors that discourage students from taking risk and build a class environment where learning becomes valued instead of dreaded. Both of the directions required that instruction develop trusting relationship with students.

When the students trust their teachers, they will believe in the teacher ability to run away situation in to learning opportunity, they will expect the teachers to strengthen their efforts, they willing to take the chance that lead to learning and view failures as learning opportunities Suinick (1989-90).In addition he explains, minimizing pain of making an error, one reason that many students are reluctant to take risk infect out class room have such a strong valuable component. They are afraid that it may make an error in class it will affect their result .Therefore, it would be useful to separate learning from evaluation evidence from the value of learning students check their learning prior to the real: test.

2.7. Risk taking in English Speaking Class

Hui- Anyu (2005) mentions that linguist's defined risk-taking as an ability of being eager to try out new information intelligently regardless of embarrassment in linguine.

Risk- taking is not only the third affective domain in personality factor but also one of the important parts in learning something they yearn for mastering language learners are willing to absorb new knowledge from their teacher spontaneously but how to interact with teacher?. Although it may be impulsive and too awkward to make a mistake, a good learner should require this characteristic to succeed in second language acquisition.Anyu (2005) also illustrates that encouraged dread of risk- taking both in class room and in natural settings can cause some of negative ramifications, such as bad trade in course, fail on the exam as codling from teacher and a sneer from a class mate punishment or embarrassment either inside the class room or outside the classroom

2.8 Method of increasing risk-taking ability

In order to identify students' problems and to solve them the following learning problems are presented and methods used: The students were inhibited to speak Inhibition by the Oxford Advanced Learners' Dictionary definition is a feeling that makes one nervous and embarrassed, and unable to relax or behave in a natural way (Hornby 1995:613).Brown said Anyone who has learned a foreign language is acutely aware that second language learning actually necessitates the making of mistakes; If we never ventured to speak a sentence until we were absolutely certain of its total correctness, we would likely never communicate productively at all (Brown 1994:139).

As students why the students were inhibited to speak because they were afraid of making mistakes. The classmates often laughed at the student who made mistake in pronouncing the words, and this has made the students were lack of confidence. So the mistake was often viewed as threats. This student usually has very accent of first language. This strong accent had influenced him from pronouncing the word in English. For example: What are the requirements to open a new bank account? The word open phonetically must be pronounced as [əupən] but it was pronounced [əupæn]. Batakist has strong phonetically sound of [æ] instead of [ə]. This

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strong accent of his/her first language had influenced his/her speech production of how the word is supposedly pronounced. As the result, the pronunciation sounded awkward and funny to the other students' ears. This condition made the students laughed at their classmate. Therefore, the student was inhibited to speak because they didn't want to be looked stupid, or being embarrassed by their classmates when making mistakes.

In the condition of this problem, Student should not laugh because they might make the same mistake. Teacher encouraged the students in their learning to be brave to speak out and neglects whatever circumstances his/her classmates may behave and drilled the students to practice the pronunciation and gave more examples of words which have similar sounds until they pronounced the word correctly. The students may not worry making mistakes, because learners learn from mistake. If the students never tried, they would never know they made mistakes and.

2.9 Factors Affecting Speaking Skill

If teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners' speaking performance is influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015).

The first factor is pertinent to performance conditions. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton, `). The second factor is related to affective ones. Oxford (1990) said that one of the important factors in learning a language is the affective side of students. According to Krashen (1982), a lot of affective variables have been connected to foreign language acquisition and motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers. Listening ability is the third factor.

Doff (1998) says that learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them in order to have a successful dialogue. Shumin (1997) represented that when students talk, the other students answer through the listening process. Speakers have the role of both listeners and speakers. It can

be concluded that students are not able to reply if they cannot comprehend what is told. That is to say, speaking is very closely related to listening. Topical knowledge is the fourth factor.

Bachman and Palmer (1996) defined it as the knowledge structures in long-term memory. That is, topical knowledge is the speakers' knowledge of related topical information. It enables students to apply language with respect to the world in which they live. Bachman and Palmer (1996) assert that topical knowledge has a great impact on the learners' speaking performance. The sixth factor is related to the feedback during speaking activities. A lot of learners expect their teachers to give them the necessary feedback on their speaking performance. According to Harmer (1991), the decisions that instructors adopt towards their learners' performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make. Harmer (1991) also continued that if instructors directly correct their students' problems, the flow of the dialogue and the aim of the speaking task will be spoiled.

Baker and Westrup (2003) supported the above statement and said that if learners are always corrected, they will be demotivated and afraid of talking. It has been suggested that instructors should always correct their learners' mistakes positively and give them more support and persuasion while speaking. According to Mahripah (2014), EFL learners' speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality. Phonology is a difficult aspect of language learning for EFL learners. As we know, English is not a phonetic language. That is, the pronunciation of English words is not similar to their spellings. Words with similar spellings are sometimes pronounced differently because of their surrounding contexts like tenses and phonemes that come after them. This can cause a lot of problems for non-native speakers of English and they sometimes get confused in producing the English words.

EFL learners should have the knowledge of words and sentences. They should comprehend how words are divided into different sounds and how sentences are stressed in specific ways. Grammatical competence can help speakers apply and perceive the structure of English language correctly that leads to their fluency (Latha, 2012). Native speakers say what they want without having any problems because they are familiar with the language. If they have problems in expressing some concepts, they try to use other ways of telling those things. They may make certain mistakes syntactically but these mistakes do not change the meaning of the sentences they

want to express and this doesn't create serious problems for the listeners to comprehend them. But the mistakes non-native speakers commit are those never know how to improve.

2.10 Fear of Negative Evaluation

Watson & Friend (1969: 448) define this factor as the apprehension of others evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively." Fear of negative evaluation differs from test anxiety in that it is a tension which is not limited to testing situations; rather, it may occur in any social, evaluative context, like a job interview or speaking in public (Horwitz et al., 1986). Interestingly, subjects with high In the case of foreign language learners these students may reduce participation in those activities which could force them to be more exposed to others judgments. (Aida, 1994), like giving volunteer answers or talking about personal opinions (Ely, 1986).

Therefore the classroom is a breeding ground for fear of negative evaluation, with instructors as critical evaluators. Do not necessarily evaluate them negatively. However, when interacting with others they tend to avoid initiating conversations and they give a minimum contribution to the conversation (Cheek & Buss, 1981). In spite of communication apprehension, test anxiety and fear of negative evaluation constitute fundamental components of foreign language anxiety; Horwitz et al. (1986) further suggest that foreign language anxiety should be more than these three parts. Horwitz et al. (1986) conceive language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviour related to classroom language learning arising from the uniqueness of the language learning process."

When performing in the foreign language, the subject enters into a completely different dimension, encountering difficulties, especially if the target language is not yet well mastered. In this case, the subject is in fact more exposed to criticism and humiliation than in other courses like mathematics or history, since the probability of making mistakes is much higher. Even if the learner provides the right answer in terms of the content, he may get the pronunciation or the grammar wrong. (Tsui, 1996).MacIntyre & Gardner (1991a: 296) find that "For many students, language class can be more anxiety-provoking than any other course that they take. Follow-up studies support similar findings (Price, 1991; Phillips, 1992; Aida, 1994; Bailey, 1996).

As a consequence, many nervous students prefer quitting the language programmer as soon as their requirement is met (Young, 1999). Otherwise, they continue attending the course, even if frustrated by negative thoughts which affect their performance in the language. Students commonly report that they "know" a certain grammatical rule, but they "forget" it at the moment of the test (Horwitz et al., 1986: 126); Price (1991) describes some manifestations of language anxiety, like panic, indecision, anger, and a sense of reduced personalities. All the behavior and fears described in the present section move the learner away from participation necessary to improve the language skills. When students provide comments, or collaborate with their teacher and the other students, they get involved with the elaboration of anxious as if living in a minefield. Brown and Yule (1983: 53) report

> *...the last thing this is teaching method based on behaviorist theory, which recognizes reinforcements as fundamental to develop foreign language. Starting from the idea that there is no explicit grammar instruction, the instructor presents new forms in a systematic way, until the learner will use it spontaneously. In this case, the teacher is expecting a particular response and not providing the correct response will result in a student receiving negative feedback.*

2.11 Communication Apprehension

Described by Daly et al. (1997a: 21) as the people's willingness to approach or avoid social interaction", communication apprehension is the fear an individual experiences in oral communication (Horwitz et al., 1986; Daly, 1991). Since the focus of the present thesis is on speaking activities and on the embarrassment people tend to have when performing in a foreign language, I would like to describe this first aspect accurately. Communication apprehension may occur in several situations: in using one's own mother tongue (L1) or in using a foreign language, or in both cases. It has been proved that persons who are usually talkative and relaxed in their L1 may become embarrassed or even silent when communicating in the foreign language (Lucas, 1984; Horwitz et al. 1986).

Likewise vice versa: people who ordinarily express inhibition in L1 communication, become comfortable when using the foreign language, as they have the feeling that someone else is speaking. This last phenomenon may be explained in the same way as for those stutterers who

are able to sing or act normally (Horwitz et al., 1986). Hence, the modes of behaviors outlined above lend support to the idea that foreign language anxiety is a kind of "situation specific tension.

Manifestations of communication apprehension in the EFL have been reported by Foss &Reitzel and Lucas (in Aida, 1994: 157), giving support to the idea that "… people experience anxiety and reluctance in communicating with other people or in expressing themselves in a foreign language in which they do not have a full competence" (Aida 1994: 157). Difficulties in speaking in groups or in pairs, in or out of the classroom are all "manifestations of communication apprehension (Horwitz et al., 1986: 127) Research has also consistently demonstrated the negative correlation between communicative apprehension and self-esteem (Daly et al., 1997a)., Glass & Merluzzi (1979) affirm that negative perceptions about the self are closely related with social anxiety.

Very anxious students are more likely to avoid the foreign language class or to withdraw from courses with several communication demands (Ely, 1986; Phillips, 1992). They prefer "mass lecture" (Daly et al., 1997a: 40) classes over smaller classes in order to be able to hide themselves in the back rows and to avoid any possible involvements in those class activities which may put the students "on the spot" in front of their peers. Thus, anxious students tend to underestimate their ability to speak and they focus more on their failures instead of their successes in the foreign language. In a study conducted in 1985 McCroskey, Fayer and Richmond (in Aida, 1994) observe the self-perceived competence of Spanish speaking students receiving instruction in English.

The conclusion is that highly communicative apprehensive students have lower levels of self-perception in English. Some investigators have attributed the origin of such anxiety to genetic factors (Kagan&Reznick, 1986) which might be transmitted from parent to child; others have attempted to see whether there are gender differences concerning apprehension. The result is that only a slight correlation exists, and it is more consolidated among female subjects (Gilkinson, 1942; Friedrich, 1970). Through studies, communication apprehension has been defined by different terms such as, shyness (Buss 1984 in Daly et al., 1997a), reticence (Tsui, 1996), and social anxiety (Schlenker& Leary, 1985).

In a study carried out by Schlenker& Leary (1985: 171) it has been claimed that "social anxiety occurs when people are motivated to create a desired impression on an audience but doubt they will do so for some reason. This might be due to lack of knowledge about certain subjects, or, referring to the foreign language, to the low level of certain skills: the lexicon, pronunciation, or grammar, for example. Consequently, the construct of "social anxiety" has been generated by Leary (1983) and it is used in the present research with the same meaning of communication apprehension.

Anxious learners attempt to avoid topics that might reveal their ignorance, and try to interact in a passive yet pleasant fashion, holding up his or her end of conversation contributing little and taking minimal social risks." (Schlenker& Leary, 1985: 183) prevents any bad impressions. Socially anxious individuals tend to use meaningless expressions which show one is getting information from the conversation: for example, 'uh, huh' (Schlenker & Leary , 1985: 183) or they simply just smile a lot.

In the foreign language class, apprehensive students are unwilling to talk in front of the others and they tend to wait until the end of the lecture to ask a question, not raising their hand, and hoping that somebody else asks the question (Daly et al., 1997a). The same students may also engage in modes of behaviour that tend to vary the speed of speech when in front of others, compared to when there is no audience (Paivio1965 in Daly et al., 1997a). All these facets, in turn, are manifestations of the debilitating effects of anxiety on the learning process that is affected both quantitatively (Horwitz et al., 1986

2.12 Related researches

There is still much work to be done and seen from this perspective. For instance Bang (1999) studied on "Factors affecting Korean students' risk-taking behaviour in an EFL classroom". This study mainly focuses on learning all language skills. The finding of the study shows that affective variables such as anxiety, low motivation and unfavourable attitude were the main factors. Other physical and environmental factors had been mentioned. His study never explains about learners' risk taking behaviour.

Zeng (2010) conducted a research on the Chinese students' willingness to communicate in English. The study was all about the willingness of EFL learners in China. The result showed that though many learners became willing to learn English, some factors hindered their interest to attend English classes. Besides, Sakai & Kikuchi (2009) studied demotivating factors of practicing and willingness in EFL speaking classes. They attempted to correlate willingness with practice of learning speaking skill. The finding showed that willingness had positive correlation with practice of attending speaking classes.

In Ethiopian context, though many researchers had conducted studies on the variables indicated in this study, most of them treated the variables individually. Sisay (2011) conducts a research entitled 'EFL students' willingness to participate in speaking classes and challenges they face'. The study mainly focuses on learners' motivation towards participating in learning speaking skills. The finding showed that willingness was the main inertia to have active participation in classroom, but challenges such as anxiety and low self-efficacy hinder the students' participation. The study site of this research was Addis Ababa University and the learners were first year students.

Tigist (2013) studied the risk taking behaviour of EFL learners in responding orally in English classroom. Her study showed that in order to develop the skills needed this especially the oral one of understanding and speaking. We had to cope with a number of obstacles such as, the size of the class room often 60 or more learner, arrangement of the class with given hour available work activities to develop mastery of language system and group activities to develop fluency. These problems lead students to different problem. This research addresses the oral courses of students risk taking behaviour in English speaking class. Her study did not raise the variables such as willingness, practice and challenges in speaking classes.

CHAPTER THREE: RESEARCH METHODOLOGY

This study aimed to examine the students' risk taking behaviour, willingness, and practice in speaking classes and the challenges they encounter. In this chapter, the research methodology that includes research design and research method were presented. It demonstrates the study sites and data resources as well as the population, sample and sampling techniques. Additionally, it discussed the instruments that were used to gather the data of the study, and it clarified how each instrument was designed. The reliability and validity of research process were also presented in this chapter. Finally, methods of data analysis and ethical consideration were displayed.

3.1 Research Design

Descriptive research design was employed to examine the students' risk taking behaviour, willingness, and practice in speaking class and the challenges they encounter. The reason behind using descriptive survey is that such design is used to implement in order to carry out research on the variables like perception, belief, risk taking behaviour, practice and challenges (Zena, 2012). Therefore, since the variables of the study required description of existing facts, it was used to explain the prevailing condition of willingness and practice of students towards learning speaking skills. In the study, mixed approaches that comprise quantitative and qualitative methods of data analysis were used. Quantitative data were used to summarize large amount of data that were crucial to reach research generalization based on statistically estimation, whereas qualitative data were used to present the participants response thematically (Trochim, 2005).

3.2 Study Site and Source of Data

Fide secondary school was the study site of the research. This school was found in Yeki worda., Sheka Zone. The zone is located at western part of SNNPR region with the distance of 360 km from Jimma. Grade 11 students and 4 English teachers of the school were respondents of the study. The respondents from the teachers' population were those who have been teaching English at grade 11, and the students were those who have been attending their schooling in

2020/2021 academic year. The main data sources are primary data sources which are collected using questionnaire, interview and classroom observation.

3.3 Population, Sample and Sampling Technique

The study focuses on EFL learners' risk-taking behaviour, willingness, and practice in speaking class and the challenges they encounter. Thus, the population of the study is grade 11 students and teachers of secondary schools. The target population of this study was four English teachers and 108 of grade 11 students in Fide Secondary school. Of these 47 were female and 61 were male students, and four English teachers were males. All these available teachers and students were taken to be sample of the study using comprehensive sampling techniques. The required data from the teachers were gathered using interview. These teachers' classrooms were also observed. However, from the students, data were collected using questionnaire.

3.4 Data Gathering instrument

In order to collect data on students' risk taking behaviour, willingness, and practice in speaking class and the challenges they encounter, the researcher used questionnaire (close ended), structured interview and classroom observation checklist. The class room observation were conduct eight consecutive classes to observe students activities

3.4.1 Questionnaire

The role of questionnaire is to elicit the information that is required to enable the researcher to achieve the objective of the research within a short frame of time (Brace 2004). To collect relevant data from the sample students (grade 11 students) questionnaire was prepared. In examining students' reactions to speaking, a three-page questionnaire administrated for 108 subjects. All of the items were close ended ones with a likert scale based on strongly disagree (SD), disagree (DA), undecided (UD), agree, (A), and strongly agree (SA), questions. A likert scales (Five point scale) were used to measure the extent of willingness, practice and challenges of students and teachers encouragement. The questionnaire was first designed using English language, whereas to collect data from students it was translated into Amharic. It was less expensive offer greater anonymity of respondents and appropriate for collecting the actual

information (Kothari; 2004:100). This could help to gather data on variables such as risk-taking behaviour, willingness, practice and challenges from large number of respondents.

3.4.2 Interview

To supplement questionnaire, interview was held with EFL teachers to get relevant information. The purpose of the interview was to substantiate the result that obtains from the questionnaire, to get in depth information and to triangulate it with students' questionnaire responses. The interview were taken in the form of person to person encounters (face to face) using structured question, enabling respondents to address matters in their own terms and words.The researcher utilized this method since it is considered a very important technique in collecting qualitative data. The significance of structured interviews is that they provided the researcher with more precise information that helped in answering the questions of the study, in addition to coming up with solutions for the problem of the study. A structured interview (also known as a standardized interview or a researcher-administered survey) that commonly employed in survey research. The aim of this approach is to ensure that each interview is presented with exactly the same questions in the same order. This ensures that answers can be reliably aggregated and that comparisons can be made with confidence between sample sub groups or between different survey periods.

Prior to the interview, the researcher gave the teachers an idea about the study, then kindly asked them to comment on it. The researcher introduced herself and elaborated the goal of the interview in order to eliminate any hesitation or stress felt by the interviewees. Adding to that, this kind of interview provided the researcher with an opportunity for more inquiry, and to perceive the interviewees' reactions and feelings while answering the questions. Since they gave immediate answers instead of thinking of what the researcher needed to hear. Bell (1997) the researcher needs to choose suitable setting in order to get full information from teachers without any obstruction. It believed that these types of items help to get chance of flexibility to rephrase the questions modify them and add some new questions to the list on condition (Kothari. 2004, 107)

3.4.3 Classroom Observation

Observation checklist ascertains what people do by watching them in action as they express themselves in various situations and activities. It is the most direct means of studding people when one is interested in their overt behavior (Prabhat & Mishira, 2015) the information obtain under this method relates what is currently happening: it is not complicated by either the past behavior or future intention or attitude (kotari,2014). In order to investigate students current practice of speaking skill in the classroom, and to check the appropriateness of oral activities to practice speaking in the target language the researcher conducted class room observation. She conducted eight consecutive class rooms.

The four classroom were observed two times in order to assess the student's risk-taking behaviour, willingness, participation and the students' physical setting such as sitting arrangement, student's participation and class size in speaking class. Structured check list was used as a tool to properly follow and gather data related to the students risk- taking behaviour, practice, willingness and challenges in English speaking class and the teacher commitment for encouraging students to practice speaking in the target language.

3.5 Procedures of data collection

3.5.1 Procedures of Questionnaire

In the course of collecting data for this study, all the necessary procedures could be followed. First, the questionnaire was designed, and then the students' questionnaire translated into Amharic. The researcher asked Doctor Temesgen Mereba and Doctor Aschalew for their comments on the questionnaire to validate it. Then the questionnaire was revised. On the twenty first of March, one hundred eight sheets of questionnaires were delivered to the grade 11 students of four classes at fide High School twenty minutes before the classes began. Before distributing the questionnaire the participants were informed that their participation in this study might strictly voluntary and any information obtain in connection with this study that identified with them remain confidential.

Furthermore, it emphasized that there might not have cost to the participants for participation in this study. The researcher explained clearly the purposes of administering the questionnaire which used to find the students' speaking problems, risk taking behaviour, willingness, practice and challenges in speaking class. Then the she have been ordered the students to complete it. The distributed questionnaire was collected within eight days from the respondents and the collected data could be analyzed quantitatively and qualitatively.

3.5.2 Procedure for conducting the class observation and interview

The researcher first designed the classroom observation cheek list. Class observation could takes place one week after the questionnaire survey had been administered. The researcher observed four classes which would have been prepared the cheek list by writing the names of these four classes into four small pieces of paper. Then, the researcher observed four classes based on their interest. After asking for permission from the teachers who have thought of these classes, the researcher could observe each class in one period (40 minutes). She also observed different tasks (per-speaking, while-speaking and post-speaking activities), sitting arrangement, students' participation, and motivation.

The structured interview was prepared four English teachers of the four classes. The teachers were oriented that there would have an interview at the same time and place. The purpose of interview could be obtaind information about the teacher's contribution to develop students speaking skill and students' difficulty that refrain students to not participate in speaking. Thus interview was chosen to get interesting answer that could be analyzed through theoretical perspective while the questions were open ended.

3.6 Method of data analysis

The goal of data analysis is to describe accurately what happened in the data. Mixed approach which includes both quantitative and qualitative data analysis methods were employed in order to answer the research questions and to attain the objectives. Based on the nature of variables different stratification treatment could be used. The respondents categorized as follows:

1. The respondent background (sex, age, educational qualification, experience and other personal background).

2. The data gathered by using five point likert-scale with a score from strongly agree to strongly disagreement technique data analysis were tabulated in terms of frequency, percentage, and mean were employed by assessing the scale value to each of five responses in SPSS version.

3. Data gathering through interview were analyzed by suing content analysis technique. In using this technique, first summary sheet was prepared. Then the researcher had been filled the note and then analyzed.

4. Concerning the analysis of data obtained from via classroom observation, it was analyzed qualitatively and the researcher was used check list to quantify the data which is close ended and it was described using words and quotes were taken from the participants' statements.

3.7 Quality Assurance: Validity and Reliability of the Instruments

3.7.1 Validity of a Data

Validity is a matter of truthfulness, utility and dependability that the evaluator and the different stakeholders place in it. As Merriam (1998) states in qualitative research reality is holistic, multidimensional and ever changing. Therefore, it was to the researcher and research participants who attempt to build validity into the different phases of research from data collection through to data analysis and interpretation. In the main, validity is concerned with whether our research is believable and true and whether it is evaluating what it is supposed or asserts to evaluate. In this regard, Burns (1999, p. 160) stresses that validity is an essential criterion for evaluating the quality and acceptability of research. There are types of validity to ensure or to measure the validity of instruments and the data.

It is a type of validity in which different elements, skills and behaviors are adequately and effectively measured. Based on the reviewers' comments of unclear and obscure questions can be revised and the complex items reworded. And also the ineffective and non-functioning questions can be discarded altogether, (Burns, 1999).Therefore, the researcher was used different skills for risk taking behavior, willingness and practice in speaking class and the challenges they encounter in the ELT classes. In addition the researcher was prepared different questions by using her own skill. During the implementation different behaviors would be manifested so that the researcher used her own way react with the respondents and collect reliable data.

Generally, the validity of the instruments would have been done through the professionals of English language teachers to judgment and modifying it. So that Meadows (2003, p. 563) said that validity is how well the questionnaire measures what it is intended to measure and to meet the purpose of the study, and examined what they were supposed to examine. Validity is necessary to consider some questions, e.g. whether the questionnaire measures what it intends to measure, whether it represents the content, whether it is appropriate for the sample and whether it is comprehensive enough to collect all the information needed. The result of the validity test of the instrument is attached in Appendix A.

3.7.2 Reliability

One of the main requirements of any research process is the reliability of the data and findings. Basically, reliability deals with the consistency, dependability and practicability of the results obtained from a piece of research (Nunan, 1999, p. 14). Obtaining the similar results in quantitative research is rather straightforward because our data are in numerical form. However, in qualitative approaches to research achieving the identical results is fairly demanding and difficult. It is because the data is in narrative form and subjective. To this end, Lincoln and Guba (1985) pointed out that instead of obtaining the same results, it is better to think about the dependability and consistency of the data. In this case, the purpose was not to attain the same results rather to agree that based on the data collection processes the findings and results are consistent and dependable. Merriam (1998, p. 206) believes that the human instrument can become more reliable through training and practice.

In general, Lincoln and Guba (1985) and Merriam (1998) suggest that the dependability of the results could be ensured through the use of triangulation. The researchers checked the reliability of the research by computed internal consistency using Chronbach's alpha result. First, the researcher selected 45 students from Bechi Secondary School, and distributed the questionnaire. Then, the internal consistency of each item was measured the Chronbach's alpha of the entire items and items for the variables in line with the students risk taking behavior, willingness and practice in English speaking class and the challenges they encounter. The result of the Chronbach's alpha of the whole items was 0.75. It means that the reliability of the questionnaire

was very good. In addition, the following table displays the alpha coefficient of the items of the four variables:

Table 1: The alpha coefficient of the items used in the four variables

Variables	Number of Items	Chronbach's alpha
Learners' Risk taking behavior	*10*	*.812*
Learners' Willingness	*10*	*.783*
Learners' Practice	*10*	*.801*
Learners' Challenges	*10*	*,771*

The alpha coefficient for the items of the four variables is above 0.7 which suggests that the items have relatively high internal consistency so that they could be used to collect data for the main research.

3.8. Ethical Consideration

In planning research work involving human participants, it could be important to consider the ethical guide to lines designed and to protect participants. First all participants would be treated with respect and courtesy. Thus, strategy of informed consent was adopted with the aim of being made clear to all participants. They were informed that all data would be treated as confidential and only the researcher collect consent and no need of writing name can't be recommended to keep the confidentiality and anonymity of individual. The consent would be sought for the interviews to be audio recorded. As much as possible effort is made by considering the above issues that help to get tangible information from participants to conduct this research. Finally the researcher thanks the respondents.

CHAPTER FOUR: RESULTS AND DISCUSSION

This study mainly focused on investigating EFL learners' risk-taking behavior, willingness and practice in learning speaking skills and the challenges they encounter when practicing speaking skills by taking risks and being willing to participate in speaking class. This chapter presents the results and discussion part of the study. First of all, to make the result tangible, the data were sorted into sub-themes based on the variables of the study, so the data were presented under the sub-themes of students' risk-taking behavior, learners' willingness to participate in speaking class, learners' practice in speaking class and challenges learners face when practicing speaking skills. The quantitative data on each of the sub-themes were presented first, and then qualitative data gathered from interview and class room observation could be presented. Finally, the interpretation of each datum was explained under the discussion part of this chapter.

4.1 Quantitative Data

The quantitative data of the study were collected from respondents using the close ended part of the questionnaire. In order to gather the required data on each variable, a total number of 10 items were developed. The quantitative data were presented in table forms using the descriptive statistics such as frequency and percentages as well as using the mean value of each item. Then, the data presented in the descriptive statistics forms were analyzed to make the data more clear. As has been stated below the discussion part of this unit showed the interpretation of the data presented and analyzed in the frequency distribution, percentages and mean value forms.

4.1.1 Learners' Risk-taking Behavior

Sample students were first asked to indicate their agreement or disagreement about the risk-taking behavior they had in speaking class. The ten items which were included in this part of the questionnaire were put forward to the sampled 108 students. Thus, the following table shows the descriptive statistics that consists of frequency, percentages and the mean values of participants' responses in relation to their risk-taking behavior in the speaking class. How do EFL students aware their risk-taking behavior in learning speaking skills?

Table 1: Learners' Risk-taking Behavior in Learning Speaking Skills

No	Items		1 (SD)	2 (D)	3 (U)	4 (A)	5 (SA)
1	I have courage to take a chance and attempt an answer.	F	35	28	10	19	16
		%	32.4%	29.2%	9.3%	17.6%	14.8%
2	I am tolerant toward possible incorrectness in using English language in speaking class.	F	39	34	5	16	14
		%	36.1%	31.5%	4.6%	14.8%	13%
3	I prefer the unplanned speech and am more engaged in the expression of ideas to discover if these are acceptable in the target language.	F	42	36	11	12	7
		%	38.9%	33.3%	10.9%	11.1%	6.5%
4	I usually tend to take more substantial risks to develop my oral proficiency.	F	25	39	5	24	14
		%	23.1%	36.1%	4.6%	22.2%	13%
5	I am not afraid of making mistake when I speak in English.	F	41	33	---	16	18
		%	38%	30.6%	---	14.8%	16.7%
6	I am not afraid of looking ridiculous when I try to respond orally.	F	38	29	6	16	19
		%	35.2%	26.9%	5.6%	14.8%	17.6%
7	I am not inclined to rehearse a new element silently before attempting to use it aloud	F	27	35	10	20	16
		%	25%	32.4%	9.2%	18.5%	14.8%
8	I am courageous to assume the consequences of my linguistic decisions, even when I am not supported by others.	F	29	40	12	12	15
		%	26.9%	37%	11.1%	11.1%	13.9%
9	I am confident enough to try out my ability of speaking English in class.	F	26	39	10	18	15
		%	24.1%	36.1%	9.3%	16.7%	13.9%
10	I am not hesitant about using a newly encountered linguistic element in my speaking.	F	29	37	14	14	14
		%	26.8%	34.2%	13%	13%	13%

(F = Frequency; 1= SD Strongly Disagree; 2=D – Disagree; 3=U – Undecided, 4=A – Agree and 5=SA – Strongly Agree)

As has clearly been seen in the above table, sample learners responded to the given ten items in order to show their agreement and disagreement whereas some respondents neither agreed nor disagreed with the given statements. As far as the first item is concerned, 9.3% of the respondents choose "Undecided" to this item. Though 14.8% of the sample students strongly agreed that they had taken risk by being courageous to take a chance and attempt to answer any questions in speaking class, 32.4% of them strongly disagreed with this item. In addition, 29.2% of the respondents still disagreed with their having courage to attempt answering questions, while 17.6% of them agreed with this premise. This means that majority (61.6%) of the respondents showed their disagreement (that is, 32.4%+29.2% = 61.6%). The mean score of the responses given to the first item which is 2.56 also shows that the average number of respondents falls between disagree (2) and undecided (3) on the rating scale and that means it is to the left of the undecided rating scale on the disagreement side.

The sample students were secondly asked to rate their agreement about their tolerance toward the possible incorrectness they made in using English language in speaking class. 36.1% of the sample students replied that they strongly disagreed with this statement. Additionally, 31.5% of them disagreed with this item. However, the percentages of students who strongly agreed and agreed with the premise were 13% and 14.8% respectively. Few respondents (i.e., 4.6%) neither agreed nor disagreed with the statement. On the contrary, the majority of the students replied the speaking lessons are less and least interesting. The mean score (2.37) indicated that students respond the item negatively that was stated they tolerated the possible incorrectness they made when they presented oral responses in the speaking class.

38.9% of the respondents strongly disagreed with the third statement which was stated as: *I prefer the unplanned speech and am more engaged in the expression of ideas to discover if these are acceptable in the target language.* Besides, 33.3% of the students indicated their disagreement by replying that they did not prefer the unplanned speech and were not more engaged in the expression of ideas to discover if these were acceptable in the target language. Contrary to this, 11.1% and 6.5% of the respondents respectively agreed and strongly agreed with this statement. 10.9% of the participants were selected the scale undecided" for the third statement. The mean value showed that few students (2.13) respondent answer negatively that

preferred the unplanned speech, and they are more engaged in the expression of ideas to discover if these are acceptable in the target language.

The fourth statement of the close ended question was asked to check whether sample students usually tended to take more substantial risks to develop their oral proficiency on not. 23.1% of them strongly disagreed with this statement, while 13% of them replied that they strongly agreed with the premise. Though 36.1% of the participants disagreed with the statement, 22.2% of them agreed' Very few respondents (i.e. 4.6%) neither agreed nor disagreed with the statement. The mean value of the item 2.68 indicated the majority students (36.1+23.1=59.2) respond strongly disagree and disagreed with that they tended to take more substantial risks to improve their oral proficiency.

The fifth item was about learners' agreement or disagreement in line with the nervousness they felt when they made mistake in speaking class. None of the respondents chosen the rate undecided' to indicate their feeling of nervousness in making mistakes. The percentages of respondents who strongly agreed and agreed with the statement whether they were not afraid of making mistakes when they spoke in English were 16.7% and 14.8% respectively. However, 38% of them strongly disagreed with the statement that was stated as: *I am not afraid* of *making mistake when I speak in English.* Besides, 30.6% of the respondents disagreed with this premise. The mean value the item that is 2.42 showed that most of the respondents were afraid of making mistakes when they attempted to speak in English.

Furthermore, sample learners were asked to show level of agreement or disagreement about their being afraid of looking ridiculous when they tried to respond orally in speaking classes. The percentages that showed the strong agreement and agreement of the respondents being afraid of looking ridiculous when they attempted to respond orally were respectively 35.2% and 26.9%. 17.6% and 14.8% of them respectively indicated the agreement and strong agreement. Only 5.6% of them replied that they neither agreed nor disagreed with this statement. This indicated that majority students respond the item negatively as the mean 2.53 indicated. That means they are afraid of looking ridiculous when they tried to respond orally.

25% of the sample students strongly disagreed that they were not inclined to rehearse a new element silently before they attempted to use what they rehearsed aloud. Additionally, 32.4% of

them disagreed with this statement. The percentages of the respondents who strongly agreed and agreed with the statement: *I am not inclined to rehearse a new element silently before attempting to use it aloud"* were 14.8% and 18.5% respectively. However, 9.2% of the sample students neither agreed nor disagreed with the given statements. Above half students (32.4%+25% =57.4) respond negatively. The mean value that is 2.66 indicated they are inclined to rehears anew element.

Sample students were asked to indicate their agreement whether they were courageous to assume the consequences of their linguistic decisions, even when they were not supported by others. Although 23.9% of the respondents strongly agreed with the statement, 26.9% of them strongly disagreed with the item. The respondents who disagreed with the idea of their being courageous to assume the consequences of their linguistics decisions even when they were not by the others was 37%, whereas 11.1% of them agree with this premise.

The percentage of sample students neither disagreed nor agreed with this statement was 11.1% too. The mean value that is 2.48 also indicated most respondents (26.9%+23.9%=50.8) failed between strongly disagree and disagree. The percentages of respondents who strongly disagreed and disagreed with the item that they were confident enough to try out their ability of speaking English in the class were 24.1% and 36.1% respectively. 9.3% of the participants rated the scale 'Undecided' for this item. However, 16.2% and 13.9% of them respectively agreed and strongly agreed with the premise that was asked whether they were confident enough to try out their ability.

The percentage of sample students who chose 'undecided, agree and strongly agree was the same on the idea of being hesitant using newly encouraged linguistic elements in their speaking. That was 13%. Nevertheless, 34.2% of the respondents replied that they disagreed with the item and 26.8% of them replied that they strongly disagreed with the idea of this item. In addition the mean value2.51 indicate the majority respondents answered negatively those were disagreed and strongly disagreed (34.2%+26.8%=61) with the item they are not hesitant about using a newly encountered linguistic element in their speaking.

4.1.2. Students Willingness in Speaking Class

Students' willingness in learning the target language plays significant role in having interest and motivation to attend the given lesson. Students who have due interest to attend the target language in turn motivate teachers to deliver the planned lesson in the classroom. Besides, these students have active participation in the classroom because they prepare in advance before they get into the classroom. The following table displays the level of students' agreement to the statements that indicate learners' willingness:

Table 2: Students Willingness in Speaking Class

No	Item		1(SD)	2(D)	3(U)	4(A)	5(SA)	M
11	I want to attend speaking lesson more than I do in the case of attending the other language skills' lesson.	F	36	32	10	16	14	2.44
		%	33.3%	29.6%	9.3%	14.8%	13%	
12	I am willing to participate in group or pair discussions that are held in Speaking classes.	F	19	38	---	23	28	3.08
		%	17.6%	35.2%	---	21.3	25.9%	
13	I am interested in giving oral response when questions are asked in English classes.	F	33	30	10	16	19	2.61
		%	30.6%	27.8%	9.3%	14.8%	13%	
14	I am interested in using linguistic elements perceived to be complex or difficult in my speaking.	F	35	29	5	22	17	2.60
		%	32.4%	26.9%	4.6%	20.4%	15.7%	
15	I am interested in engaging more actively in classroom oral participation.	F	18	28	15	23	24	3.06
		%	16.7%	25.9%	13.9%	21.3%	22.2%	
16	I am happy to present a public speech when it is given by the teacher.	F	32	26	12	18	20	2.70
		%	29.6%	24.1%	11.1%	16.7%	18.5%	
17	I like to discuss a topic with my English language teacher when s/he has a different view	F	28	40	10	15	14	2.49
		%	25.9%	37%	9.3%	13.9%	13%	

18	I like to answer before anybody else when my EFL teacher asks oral questions.	F	28	37	5	18	20	2.68
		%	25.9%	34.3%	4.6%	16.7%	18.3%	
19	I am more willing to talk than listen during a conversation.	F	25	32	10	20	21	2.81
		%	23.1%	29.6%	9.3%	18.5%	19.4%	
20	I don't like to miss to speak about a topic that I am comfortable with.	F	36	7	12	34	19	2.14
		%	33.3%	6.5%	11.1%	31.5%	17.6%	

As indicated in Table above, students were asked different questions concerning their willingness in speaking class. The first item in the table was *"I want to attend speaking lesson more than I do in the case of attending the other language skills lesson."* 33.3% and 29.6% of them strongly disagreed and disagreed. On other hand 14% respondents answered agree and 13% also strongly agree. Some students were responded undecided. Accordingly, the majority of the respondents (33.3% + 29.6%=62.9) of respondents respond disagree and strongly disagree. The mean value 2.44 responded negatively that they don't want to attend speaking lesson more than other skills.

In the same table, 17.6% of the respondents answer strongly disagree that they were no willing to participate in group or pair discussion in EFL classroom. This shows that expecting learners to speak in English when they were forming group was unexpected to use the target language. Hence, 35.2%of the respondents disagreed. As some respondents, 21.3% of them responded, agree and 25.9% strongly agree. The mean value of the item which is 3.08indicated the average students (53.8%) expressed their disagreement.

The sample students were thirdly asked to rate their agreement about whether they were interested in giving oral response in speaking classroom or not. 30.6% of the sample students replied that they strongly disagreed with this statement. Additionally, 27.8% of them disagreed with this item. However, the percentages of students who strongly agreed and agreed with the premise were 14.8% and 13% respectively. Few respondents (i.e., 9.3%) neither agreed nor disagreed with the statement. On the contrary, the majority of the students replied the speaking lessons are less and least interesting. The mean score (2.61) indicated that students respond the item negatively.

As can be seen in fourth questionnaire students were also asked about their interest in using linguistic elements perceived to be complex. As stated in table above accordingly, 32.4% of the respondents strongly disagreed on the idea that said in using linguistic elements in perceived to be complex in their speaking in the classroom. And 26.9% also replied as they disagree. This indicates that the majority of the respondents (59.3%) had a negative perception on the idea. 20.4% and 15.7% of respondents answer agree and strongly agree, whereas 4.6% of them respond undecided. The mean value that is 2.60 indicated majority students are inclined to rehears anew element.

As indicated in fifth question above, 16.7% and 25.9% of them strongly disagreed and disagreed. Respectively the respondents confirmed that they were not interested in engaging in the class room oral participation. Hence, 21.3% and 22.2%of the learners agreed and strongly agreed. The mean score of the responses which is 3.06also shows that the average number of respondents expressed their agreement that means they are interested in engaging more actively in classroom oral participation.

29.6% of respondents answer strongly disagreed on the questionnaire "*I am happy to present the public speech when it is given by the teacher*"24.1 % also disagree on the given similar issue. Accordingly, 16.7% of them responded as they strongly agreed on the idea. In addition to this, 43.43% of the respondents also stated their feeling as they agreed on it. 11.15 of them respond undecided. This means that majority (51.7%) of the respondents showed their disagreement (that is, 29.6%+24.1% = 51.7%). The mean score of the responses given to the sixth item which is 2.70 also shows that the average number of respondents' falls between disagrees on the rating scale and that means it is to the left of the undecided rating scale on the disagreement side.

The sample students were also asked about whether they like to discuss a topic with their English teacher when he/she has a different view or not. In this regard, 25.9% of them strongly disagree sated as they didn't want to discuss a topic with their English teacher on his/her different view. 37% of them also stated as they disagreed on the idea in relation to their interest. Accordingly, 18.3% of them responded as they strongly agreed on the ideas that stated above. In addition to this, 16.7% of the respondents also stated their feeling as they agreed on it. Whereas 4.6% answer undecided. In general, the mean value 2.49 showed the sample students respond the item negatively. Among the given sampled respondents, 62.9% of them, which were the majority

of the respondents confirmed that they didn't want to discuss a topic with their English teacher on different view.

In item eight, most respondents didn't like to answer before anybody else when their teacher asked oral question. As a result, 25.9% and 34.3% of them strongly disagreed and disagreed respectively. This showed that averagely most respondents were didn't like to answer before anybody else. But few of the respondents 16.7% replied for this item as they agreed that they like to answer before class mates. Similarly in the same question, students were also 18.3% strongly agreed respectively as they answer before anybody when their teacher asked oral question. Contrarily, the mean value (2.68) indicated the majority respondents which were 60.2% of them had a negative perception to answering question when the teacher asked them oral question.

As also seen in the above item 9, students were asked to state their feeling in relation to their willingness to talk than listen during a conversation. In this regard, 23.1% of them strongly disagree and 29.6% of them also respond they disagreed on the idea that "*I am more willing to talk than listening during a conversation.* The remaining few respondents, 18.5% only perceived positively as they were willing to talk than listening. This indicates that the learners are not interested in speaking during conversation. Moreover, 19.4% of them responded as they \strongly agreed on the ideas stated before. 9.3% the respondents answer undecided. In addition the mean value 2.81 showed that the sample students respond the item negatively. Among the given sampled respondents, 52.7% of them, which were the above half of the respondents didn't state their feeling in relation to their willingness to talk than listen during a conversation.

Students were also asked in last questioner above concerning about the topic that they were comfortable with whether they like to miss to speak about the topic or not. 33.3% of the respondents strongly disagreed and 6.5% disagreed on the issue. This means about 39.8% of the respondents perceived positively that they like to not miss to speak about the topic that they were comfortable with the item. However, the majorities' respondents, 31.5% agreed and 17.6% of them strongly agree on it. In addition 11.1% of them were undecided. However, the mean value 2.14 showed the sample students respond the item negatively. Among the given sampled respondents, (33.3+39.8=73.1%)of them, which were the majority of the respondents confirmed they miss to speak about a topic that they were not comfortable with.

4.1.3 Students Practice in Speaking Class

To see the extent students agree or disagree with their practice in speaking class, ten questions were asked. The responses students gave are presented in the table below.

Table 3: Students Practice in Speaking Class.

No	Item		1(SD)	2(D)	3(U)	4(A)	5(SA)	M
21	I always use English when I give response in the class	F	52	38	---	6	12	1.96
		%	48.1%	35.2%	---	5.6%	11.1%	
22	I do not use vernacular language (mother tongue) in English class.	F	43	50	---	9	6	1.94
		%	39.8%	46.3	---	6.3%	5.6%	
23	I speak in English in the group discussion.	F	39	48	---	12	9	2.11
		%	36.1%	44.4%	---	11.1%	6.3%	
24	I feel relaxed when I speak English in class	F	41	33	---	15	19	2.43
		%	38%	30.6%	---	13.9%	17.6%	
25	I usually present the group discussion result in English language.	F	38	29	---	16	25	2.64
		%	35.2%	26.9%	---	14.8%	23.1%	
26	I don't feel shy when I deliver public speaking in front of the class.	F	35	39	---	10	24	2.53
		%	32.4%	36.1%	---	9.3%	22.2%	
27	I am usually a group representative to present what we discuss when group discussion is given in the speaking class.	F	32	28	10	17	21	2.69
		%	29.6%	25.9%	9.3%	15.7%	19.4%	
28	I take part in speaking when interpersonal conversation is held in the speaking class.	F	27	33	8	18	22	2.69
		%	25%	30.6%	7.4%	16.7%	20.4%	

29	I participate in speaking class more actively than in other language skills.	F	12	25	11	29	31	3.39
		%	11.1%	23.1%	10.2%	26.9%	28.7%	
30	I answer in English when the teacher asks questions to the class.	F	28	24	16	28	12	2.47
		%	25.9%	22.2%	14.8%	25.9%	11.1%	

Sample students were asked if they always use English when they give response in class. The majority of the students 48.1% and 35.2% replied 'strongly disagree' and 'disagree' respectively. But the remaining 5.6% and other 11.1%answered 'agree, and 'strongly agree' to the question. As indicated from the mean value (1.96) majority of respondents (48.1% + 35.2% =83.3%s) disagreed and strongly disagreed. That means they didn't use English when they participate in answering. And they respond the item negatively.

Concerning with the questioner "*I don't.t use vernacular language in English class* almost all the students 39.8% and 46.3% replied 'strongly disagree' and 'disagree' respectively. In addition 6.3%and 5.6% of them answered agree and strongly agree. No one of the respondent answer undecided. As the mean value of the item indicated (1.94) almost all students (39.8% + 46.3%=86.2%) respond the item negatively that disagreed and strongly disagreed.

Regarding using English during group discussion, only 11.1% and 6.3% of the respondents answered agree and strongly agree with the questionnaire *"I speak in English in group discussion."* 0n the other hand almost all students 44.4% and 36.1% disagree and strongly disagree on this idea that means they don't use English when they participate in group discussion. However none of the respondent answered undecided. This means that all respondents (80.5%) of the respondents showed their disagreement (that is, 44.4%+36.1% = 80.5%). respondents falls between disagree and strongly disagreed on the rating scale. The mean score of the responses given to the third item which is 2.11 also shows that the majority number of respondents falls between strongly disagree and disagreement side

Concerning feeling relaxed when students speak English in class, majority students 38%and 30.6% replied 'strongly disagree' and 'disagree' respectively. But the remaining 13.9% answered 'agree' to the question. In addition 17.6% of them respond strongly disagree. None of respondent answered undecided on idea. The mean score of the responses given to the fourth item which is

2.43 shows that the majority number of respondents (38%+30.6%=68.6%) express their disagreement.

Regarding presenting group discussion result in English, 14.8% of the respondents answered that they agree and 23.1% of them answered strongly agree. The remaining 35.2% of them respond strongly disagree on the question" *I usually present the group discussion result in English language.* "In addition 26.9% of them replied disagree with this idea. No one respondent answer undecided. In general the majority respondents (62.1%) of the respondents showed their disagreement (that is, 35.2%+26.9% = 62.1%). respondents falls between disagree and strongly disagreed on the rating scale. The mean score of the responses given to this item which is 2.64also shows that the majority number of respondents falls between strongly disagree and disagreement side.

As far as the six question is concerned, only 9.3% of respondents answered agree and the other 22.2% of them respond strongly agree that the idea *"I don't.t feel shy when I deliver public speaking in front of the class.*" However the majority students 32.4% answered strongly disagree and 36.1% also respond disagree. None of the respondent participate in responding undecided. In addition, the mean value 2.53 indicated majority of the respondents which were (32.4%+36.1%= 68.5%) of them had a negative perception that they don't feel shy when they deliver public speaking in front of the class.

As can be seen in the seventh question the sample students were asked whether they were group representative to present what they discussed when group discussion was given in speaking class or not. Above half respondents 29.6% strongly disagreed with the statement and 25.9% them answered disagree. The 15.7% of the students also answered agree to the question and 19.4% them also respond agree. The other 9.3% of respondent answered undecided. In general, the mean value 2.69 among the given sampled respondents, (29.6%+25.9% =55.5)of them, which were the majority of the respondents confirmed their disagreement to didn't want to discuss a topic with their English teacher on different view they were group representative to present what they discussed when group discussion was given in speaking class.

Concerning taking part in speaking when interpersonal conversation is held in speaking class,25% of respondents answered strongly disagreed, 30.6% also disagreed, and 7.4%of

respondents replied undecided'. But the 16.7% agreed to the statement and 19.4% of respondent answered strongly agree. In addition the mean value 2.81 showed that the sample students respond the item negatively. Among the given sampled respondents, 52.7% of them, which were the above half of the respondents didn't state their feeling in relation to their willingness to talk than listen during a conversation.

The above table question 9, students were asked about whether they participate in speaking class more actively than in other language skills or not. As a result11.1% of students respond strongly disagree and 23.1% them also answered disagree. The remaining 26.9% respond agree on the idea that they participate in speaking class more actively than in other language skills. In addition28.7% of sample students respond strongly agree. But 10.2% of them answered either agree or disagree. The mean value 3.39among the given sampled respondents, (26.9%+28.7% =55.6) of them, which were the majority of the respondents confirmed their agreement to they participate in speaking class more actively than in other language skills or not.

Regarding the last question students were also asked about if they answered in English when the teacher asked question to the class or not. As stated in Table above accordingly, 25.9% of the respondents strongly disagreed on the idea that said giving answer in English when the teacher asked question. And also 22.2% of them replied as they disagree. The remaining 25.9% and 11.1% of respondents answer agree and strongly agree. Whereas 14.8% of them were respond undecided. The majority respondents (48.1%) showed their dis agreement. The mean value of the item (2.60) indicated negative response. That means they are not answered in English when the teacher asked question to the class.

4.1.4 Challenges Learners Face in Speaking Class

It is a well-known fact that the emotional factors such as risk-taking behavior, willingness and practice in learning a language can be affected by various challenges the learners encountered when attempting to implement them in learning situations. Challenges are the demanding issues that need great mental or physical efforts in order to accomplish some measures to alleviate the counter effects. Challenge can be a personal challenge which is something that is personally tailored to a person in a way that she/he comes out better at the end of it or external challenges that can be caused by teachers, parents, environment of any other causative factors that require

others help to minimize their negative impact (Bang, 1999; Zeng, 2010). Based on the table below showed challenges faced the EFL students themselves in speaking performance related to the internal and external factors.

Table 4: Challenges Learners Face in Speaking Class

No	Item		1(SD)	2(D)	3(U)	4(A)	5(SA)	Mean
31	Lack of exposure to participate in English in and outsides of the classroom.	F	5	17	5	33	48	3.94
		%	4.6%	15.6%	4.6%	30.3%	44%	
32	I have poor vocabulary knowledge that hinders me to express my idea in speaking.	F	18	14	10	37	29	3.42
		%	16.5%	13%	9.3%	34.3%	26.9%	
33	I am afraid of making mistakes, because others ridicule my attempt in speaking class.	F	8	17	---	52	31	3.75
		%	7.4%	15.7%	---	48.1%	28.7%	
34	Lack of practice in and out of the classroom makes me incapable learner to use English in speaking class.	F	7	11	---	36	54	4.10
		%	6.5%	10.2%	---	33.3%	50%	
35	I become nervous or embarrassed when I am asked a question.	F	9	12	---	38	49	3.98
		%	8.3%	11.1%	---	35.2%	45.4%	
36	I am hesitant because of uncertainty of the answers and making mistakes and loosing face.	F	8	19	5	35	41	3.76
		%	7.4%	17.8%	4.6%	32.4%	38%	
37	Lack of motivation and self-confidence to take risk.	F	14	16	10	31	37	3.56
		%	13%	14.8%	9.3%	28.7%	34.3	
38	Teachers' Language Teaching Approach does not help me to promote speaking skills	F	17	18	11	29	33	3.40
		%	15.7%	16.7%	10.2%	26.9%	30.6%	

39	Friends' severe error correction, negative feedback and negative attitudes.	F	15	26	10	27	30	3.29
		%	13.9%	24.1%	9.3%	25%	27.8%	
40	Teachers focus on knowledge than practice when delivering speaking lesson.	F	14	15	5	41	33	3.59
		%	13%	13.9%	4.6%	38%	30.6%	

The first questioner in this table is *"lack of exposure to participate in English in and outside the class."* from 108 respondents 4.6% of them were strongly disagree and 15.6 % also disagree. Significantly, most of them (30.3 and 44%) were agreed and strongly agreed with lack of exposure to participate in English in and outside of class. However, few students 4.6% respond undecided. The mean value3.94of the item indicated that the majority respondents (30.3 and 44%=74.3%) answer the question positively because they believe that they have lack of exposure to participate in English in and outside the class.

As indicated in the second questioner, most respondents 16.5% disagreed with the difficulties caused by lack of vocabulary inhibiting challenges for EFL students in their performance in speaking. 13% of student respondents disagreed regarding with their poor vocabulary. However, the majority respondents, 43.3% agreed and 26.9% of them strongly agreed on it. In addition 9.3%of them were undecided. This mean value which is 3.42 of the second item above is positive because the majority of the students (43.3%+26.9%=71%) have poor vocabulary knowledge that hinders them to express their idea in speaking. That implies that most of the learners believed that their poor vocabulary knowledge hinder them to not express their idea in speaking.

The percentages of respondents who strongly disagreed and disagreed with the item that they were afraid of making mistakes because other ridicule that they attempt in speaking to use English in speaking class were7.4% and 15.7% respectively. . However, 48.1% and 28.7% of them respectively agreed and strongly agreed with the premise that was asked whether they were afraid making mistake because of ridicule they attempt speaking English in class. In general, the mean value 3.75 shows the respondents agreement on this item. Among the given sampled respondents, (48.1% +28.7=76.8%)of them, which were the majority of the respondents

confirmed that they were afraid of making mistakes because other ridicule their attempt in speaking to use English in speaking class

The other question that the sample students asked was *"lack of practice in and out of the class room makes me in capable learners to English in speaking class.* It is proven by 6.5% strongly disagrees with the statement and significantly the participants response to disagreement reveals 71.9 % to of agreed responses.

Another problem agreed by nearly 65% is the limitation of English speaking strategies. The mean value 4.10 pointed that learners lack of practice is one of the major factors in students' inability to speaking

Students were also asked if they become nervous or embarrassed when they are asked a question. Accordingly, about 8.3% of the respondents strongly disagreed and 11.1% disagreed on the issue of their nervousness during question. However majority respondents (80.6%) of them were agreed. Out of 108 sample students 35.2% of them agree and 45.4% also respond strongly on the idea they become nervous when they are asked a question. Most respondents (80.6%) showed their agreement (that is, 45.4%+35.2% = 80.6%). respondents answer between agree and strongly agreed on the rating scale. The mean score of the responses given to the item which is 3.98 also shows that the majority number of respondents they become nervous when they are asked a question.

As stated the 6 questionnaire above, 7.4% of the sample respondents strongly disagreed on the statement that said I am hesitant because of uncertainty of the answer and making mistakes and loosing face, and 17.8% also disagreed on the given similar issue. The remaining most respondents, 32.4% respond agree as they were hesitant because of uncertainty of the answer and 38% also strongly agreed. Few of them respond undecided. This means that most respondents (70.4%) showed their agreement (that is, 38%+32.4% = 70.4%). respondents answer between agree and strongly agreed on the rating scale. The mean score of the responses given to the sixth item which is 3.76also shows that the majority number of respondents agree and strongly agree that is they are hesitant because of uncertainty of the answers and making mistakes and loosing face.

The students were also asked about their lack of motivation and self-confidence to take risk. Among the sample studentes13% of them responded as they strongly disagreed on the idea. In addition to this, 14.8% of the respondents also stated their feeling as they disagreed on it. Though 32.3% of the participants agreed with the statement, 38% of them strongly agreed that they lack motivation and self-confidence to take risk. Very few respondents (i.e. 4.6%) neither agreed nor disagreed with the statement. The mean score of the responses given to this item which is (3.56) shows that the majority number of (23.3%+38%=61.3%) respondent answer positively that they have luck of motivation and self-confidence to take risk.

As stated also in question 38 above, 25.7%of the sample students strongly disagreed on the statement that said "*Teachers 'language teaching approach does not help me to promote speaking skill*", and14.8% also disagreed on the given similar issue. The majority respondents, 26.9% and 38%of them were agree and strongly agreed that their teacher language teaching approach didn't help them to promote speaking skill. This indicates that teachers couldn't help students by using in appropriate method that made speaking easy skill.

As can be seen in the 9 question the sample students were asked whether they agree or disagree on the idea of friends sever error correction negative feedback negative attitude. 13% of them respond strongly disagree and 13.9 % also disagree. The 38% of the students also answered strongly agree to the question and 30.6%them also respond agree. The other 4.6% of respondent answered undecided. In general, the mean value 3.40 among the given sampled respondents, (30.6%+38% =68.8%) of them, which were the majority of the respondents confirmed their disagreement.

As also seen in the last question students were asked whether the teacher focus on knowledge than practice when delivering speaking lesson. Among the sample students, 13%of them strongly disagree and 13.9% of them also respond they disagreed on the idea that "*Teachers focus on knowledge than practice in speaking lesson.* "Which were few of them stated as teachers couldn't focus on practice than knowledge .The remaining few respondents, 38% were perceived positively as teachers give attention for knowledge. The remaining 30.6% of them also agree with the idea. Moreover, 19.4% of them responded as they strongly agreed on the ideas stated before. Whereas 9.3% of the respondents were respond answered undecided. As indicated from the mean value 3.59 majority of respondents were perceived positively as teachers give attention

for knowledge (38% + 30.6% =68.6%) Teachers focus on knowledge than practice in speaking lesson. s

4.2. Qualitative data

4.2.1 Data gathered via Interview

To answer the research question of the study, interviews were conducted with four grade eleven English teachers since they are the first evidence for the sample students.

The first interviewee was T1 14 years of experience in teaching English and holds a B.A in English Language and Literature, and teaches English to grade 11 students at Fide secondary school. He asserted that students felt shyness and low willing to speak English. They are also afraid of students and teachers negative feedback. The major problems of students not to speak English that affects students' speaking skill are the fear of making error and fear of being mocked by peers, or the fear that committing mistakes while speaking English would ruin their social image. He added that a huge responsibility lays on the teachers' shoulders to encourage the students to speak by giving chance for each individual.

He added most of students didn't take risk in speaking because they are afraid of students and teachers negative feedback that made students to not willing in Participating speaking. He proposed the following solutions; delaying the error correction until the student completes his/her sentence, this way students will have more confidence in themselves and their teacher encouraging students by praising them after they complete what they have said.

In conclusion, the first interviewee assured that teachers' encouragement to students and praise are very significant aspects in teaching speaking to EFL students, since it will help in boosting students' self-confidence and will reduce their fear of speaking English in public.

The second interviewee was T2 who teaches English in Fide secondary school holds B.A in English Literature and has a total of 22 years of experience. In his answer to the first question; he highlighted the students felling during speaking feel shyness and afraid of braking down of words. Students have lack of vocabulary and topical knowledge in order for them to be able to communicate in English. He added that, it is an issue of great concern, since students become

hesitant to participate in class discussions, due to their insufficient knowledge of vocabulary words. Moreover, he asserted that although students might have great ideas, they are reluctant to say them or to participate. That is due to lack of the terminology needed for that certain discussion so they didn't take risk to communicate in English and they are not willing to participate in speaking class.

Furthermore he emphasized that students need to be prepared to a speaking lesson by their teachers when asked to elaborate. He added that if the teacher introduced the terms needed and their word formation, then gave examples on how these words could be used in a sentence, the students would have a clear idea about them, and would be able to use them in a fruitful discussion .The interviewee also assured that giving them a topic to think of and prepare for would encourage them to interact in the speaking lesson .Thus enhancing students' speaking skills. Adding to that he gave an example on what he personally does in his speaking class, where he asked his students to prepare for the upcoming discussion, by reading about it, and looking up as many related words as they can. Following that, a discussion would be held the next lesson; the discussion would be in groups or in pairs with a leader for each group. On other occasions, he would give them list of words to look up, and use in a context to be discussed later. Thus, in his opinion, is a way of self-learning, and has a positive effect on students' speaking skills since students become eager to participate in the class.

The third Interview was conducted with T3, a grade 11 teacher in fide secondary School, who has 15 years of experience in teaching English and has a B.A in English Language and literature. He commented that the major problem that affects students' speaking skill is the first language interference. Students tend to use Amharic when they are not able to express themselves in English, and that he sometimes allows them to do so, to encourage them to convey their ideas and to break the language barrier. However; he added that the error correction takes place either by interfering during the speaking process or after it.

The interviewee also added that another factor is that students have difficulty in pronouncing new or unfamiliar words in English. When asked about his suggested solution for solving this issue, he proposed that the teacher should act as a model for the students by pronouncing the words, in addition to letting the students listen to conversations on a C.D, or watch videos that contain these new terms. This way, he concludes, students will be exposed to the target language

properly and effectively which will enhance their pronunciation and their communication abilities in it.

The fourth interviewee was T4. He teaches at fide secondary School grade 11 students. He has an M.A degree in TEFL and a total of 15 years of experience in teaching English. When asked to answer the first question, students' shyness and afraid of making mistake abstain them to not speak English and he pointed out that some students do not concentrate and don't believe in their abilities to construct meaningful sentences in English due to incompetency in English. Therefore; these students tend to become disruptive and reluctant to participate in class and don't complete their assignments on time. They do not put effort to learn to speak English. My assumption for such conduct would be that they fear to be criticized or judged by their peers. He commented that teaching speaking skills is not emphasized on due to the insufficient number of classes allocated for teaching speaking. He added that they have 4-5 English classes per week and a semester plan that includes 6 units to cover each semester.

The focus would be on grammar and reading comprehension with some vocabulary for students to memorize. There isn't much time for the speaking lesson to take place, especially when it is not included in the paper and pen exam and not included in the grades. He pointed out, that he would love to give more speaking lessons, but that he has many units to be covered and exams to be held in a limited time. Moreover, teachers tend to focus on grammar because the grammar is part of the linguistic competence, and students need to be able to use the right tenses of verbs and have sufficient vocabulary in order to be able to converse in English properly. Therefore, grammar consumes most of their English lessons and students don't get the sufficient number of speaking classes. He also mentioned that teachers conduct speaking classes occasionally depending on the extra time available. He recommended reducing the number of units to be covered by teachers each semester, this way teachers would be able to allocate a speaking lesson for students on a weekly basis. Furthermore, if the speaking skill was graded based on a rubric, the students would take it more seriously and work harder to enhance their speaking competency.

The fourth interviewee concluded, that this was a procedure that he had adopted with his students; allocating more time for speaking activities and including them in the students' grade. It was a step that made a huge difference, since his students tended to be more active, in terms of participating in the conversations held in class and preparing for them.

4.2.2 Data from Classroom Observation

The observations were done in eight times. The purpose of these observations was to analyze the students´ performance in the classroom as well as the teacher teaching strategies and how the teacher develops the contents. As mentioned in the third chapter of this paper, four successive classroom observations (two for each section) were made .To see if the physical setting of the class room ,the text book content and the teachers motivation, and their role in teaching speaking skills, a checklist was prepared and used during the classroom observations as follows. The observations were made according to the checklist prepared for this purpose .The checklist was used and filled for all of the four days separately for four classes of study. Then the final data were presented as depicted below.

4.3.1. The Physical Setting of the Class

The data gathered through the classroom observations was the nature of the setting (the desks which are not movable) and the size of the class (61 and 70 students) were also found to be unfavorable to teach speaking skills in desired way (in pairs and group work). As can be seen from the checklist the physical setting of the class room was inconvenience. The large class size 60 and above made teachers unable to give the chance for each students to present their work individually because of the number of students and the students sitting arrangement ,allocating time in one period (40 minute only)and the chair is not movable, for all of the observation days. They were not seen a good sitting arrangement for group activity. Additionally, teachers were not seen grouping students for speaking activities. They were presenting and managing the lesson mainly through explanation. The interviews also indicated that teachers mostly used whole class sitting arrangement due to unfavorable class environment.

Moreover, the teachers were not seen giving each of the performers a chance to participate in speaking the language under practice. Even though this is partly due to large class size, the teachers were repeatedly seen giving some chances only to high achievers in the class. Both of them were not seen using monitoring mechanism to see that the performance of the learners is satisfactory. The main activities done in the class were seen to be reading dialogues, asking and answering questions. Though very few students tried to tell some stories to their teacher, little was done in giving feedback to their errors and mistake because of large class size.

4.3.2. The Students Eagerness and Willingness

Interest is the power to hold one's attention and excite one's mind or to make we want to be involved or discover more about something. A person who has no interest to do something is more likely to develop negative perception for that work. Majority students were not voluntary to participate in speaking and they did not show eagerness and willingness to get involved in oral communication when the teacher gave them opportunity to participate and present their work in front of students and they were less interesting in speaking.

As far as the eight continuous observations are concerned, it shows that the teachers were not using modern techniques to develop students speaking abilities. As already mentioned in the literature review part, recommends different modern techniques to teach speaking skills, the teachers were mainly used the traditional approaches (teacher-based-techniques) for most of the observation sessions. The techniques used were questions and answers, reading blank dialogues, giving instruction/ explanation, reading aloud for the purpose of correcting pronunciation, translating/interpreting, and dialogues or drills. Hence, the four teachers were not using effective role play and dramatization, interviews and form fillings, learner-learner description and re-creation, picture stories, re-telling stories from aural or written stimuli, debating and panel discussions.They were not seen using active learner-learner joint discussions (group discussions), oral report,

4.3.3. Speaking activities were appropriate for the level

An activity that found in students text book was not appropriated for grade eleven students and some contents couldn't encourage them to discuss on it. The teachers need to design their content by preparing pre speaking activities, while speaking activities and post speaking activities. But no one prepared speaking activities .On other hand most of the content was talking about traditional talk that contain unfamiliar words.

Regarding the strategies, teachers used to develop speaking ability of the students, they were rarely seen to help learners discover what ways of learning work best for them. No one was observed helping learners find quick ways of recalling what they have learned, for example, through experiences and personal memories. Above all, even though scholars urge the

application of strategies to help learners ask for error correction and help them to learn from the error they make , no teacher was seen helping his/her learners.

4.3.4 Speaking activities are enjoyable for the students

It is not questionable that, interesting speaking lessons can capture students' attention highly. Those speaking lessons from text book were not interesting and motivating students to speak. The subject teachers were not design interesting speaking material. But, instead of capturing students' attention, speaking lessons that are prepared by the teachers are more interesting whereas text book may not address all Ethiopian students' interest. This will made students develop negative attitude towards the target language. Hence, no student observed the speaking activities found in their text-book are most or more interesting. On the contrary, the majority of the students show the speaking lessons are less and least interesting.

As the researcher observed the speaking lessons that are prepared by the spoken teachers, there was no a single attractive activity in the text-book starting from chapter one to the end. In addition to this problem, the amount of time allocated for each activity is too small. This shows that much attention is not given for speaking lesson by the text book material developers. Because of this problem, the teachers and the students prefer to jump or formulate their own activity out of the text-book. As a result of this students attitude to the skill may become negative.

The speaking instructions have also ample problems. Since no interesting lessons and activities in the students' text-book, so that students have no interest to learn it. Enough time was not given for students to practice. Students were not practicing the language in pairs or in groups. Teachers were not act as facilitators. And there were not speaking exams or tests. So that speaking instructions were not conducted appropriately

4.3.5 Students' speak English in pair

They were no observed taking in participation in pair work. It could be seen that they showed little individual effort and interest toward the existing work/activities. Teachers have seen to ask their students to do pair work. But they could not facilitate and motivate students to use the target language that they were talking about another issue without the given topic because students

sitting arrangement, class size, and number of students challenged them to do that. Students also were no interested to participate pair work activities.

4.3.6 Students speak English in group

The classroom observation data showed that teachers were not playing active role in using speaking skills teaching techniques and strategies. For instance he was not divide the class room in to small group. It also indicated that supplementary materials were not used throughout the observation sessions that motivate students to made hot discussion. Lastly the data revealed that there was not convenient sitting arrangement to conduct group discussions. Consequently, it could be observed that students have poor speaking performance. As indicated classroom organization, the whole class method was observed to be the dominant one for the entire sessions of the visits. When the teacher letting them to share a lot of ideas in the classroom, most of the students were not voluntary to form a group immediately. Therefore, I didn't observe the good practice of students due to their resistance to actively engage in the activity. This implies that students were passive during EFL sessions, and learners were not interested in the practice of speaking skills so as to improve their communicative English skills.

4.3.7 Students take risk in speaking English

Students' risk-taking viewed from each aspect, namely: a lack of hesitancy, willingness to use linguistic elements, tolerance of possible incorrectness, and inclination to rehearse a new element. Most of students didn't take risk in speaking because they feel anxious of making mistakes and fear of negative evaluation from teachers and class mates. Oxford (1998) remarks that fear and anxiety hinder willingness. Consequently, learners' participation in speaking classroom becomes so low that communication gap was the common features. And they have problem of taking risk in English speaking class. The observation can see there that all of the four aspects, only few students who showed a high level of risk-taking; even, there is no students who were high on tolerance of incorrectness. It means that all of them had feeling that doing incorrectness is always a problem so that they feel that others can tolerate it. 4.3.8. Teachers motivation towards students in English

The teachers were not encouraging students to speak in English and they did not focus on communication. Thus Language teachers need to use different mechanisms to motivate their students in speaking. They are also expected to use different materials such as audio-visual (television, DVD, CD-ROM, tape recorder, radio cassette player), teacher-made or readymade teaching aids (pictures, models, diagrams, charts, tables, maps flash cards, etc.), to supplement the lessons (activities designed in the textbook (Brumfit, 1979; Allwright, 1981).

However, as can be seen from the checklist above, no teacher was found using any one of the above mentioned materials except the textbooks. This indicates that they were not playing active role in preparing, adapting or modifying materials to develop their learners' speaking skills. The data from interviews and recordings also showed that teachers used only textbooks to teach speaking skills.

No teacher was observed using the activities developed based on the communicative approach such as information gap, reasoning gap, opinion gap, problem solving, role plays, communication strategies activities, puzzles and problems, guessing activities, project based activities and prepared monologues.

4.4 Discussion

The results of the study revealed that majority of the students were not taking risk in learning speaking skill because they are afraid of students and teachers negative feedback that made students to not willing in participating speaking and they have problem of taking risk in English speaking class. Students' risk-taking viewed from each aspect, namely: a lack of hesitancy, willingness to use linguistic elements, tolerance of possible incorrectness, and inclination to rehearse a new element. Almost all students were not voluntary to participate in speaking and they did not show eagerness and willingness to get involved in oral communication when the teacher gave them opportunity to participate and present their work. The four teachers were not using effective role play and dramatization, interviews and form fillings, learner-learner description and re-creation, picture stories, re-telling stories from aural or written stimuli, debating and panel discussions.

The large class size, the students sitting arrangement, allocating time in one period (40 minute only) and the chair was not movable made teachers unable to give the chance for each students individually. Many problems faced students when they practice speaking skill. For instance: 1.Students have lack of motivation.2.They were afraid of making mistake. 3. They became nervous when the teacher asked question and they were afraid of making mistake because of others ridicule, 4.Teachers methodology did not help them to develop speaking skill and they focused on knowledge of grammar than practice speaking.

The number of students and techniques which are used for practice and production stages, affects teaching speaking skills. They were not seen using active learner-learner joint discussions (group discussions), oral report, motivated to speak in English during EFL sessions. As the finding of the study confirmed, most learners had no exposure of daily practicing speaking skills in the classroom. As a result, the study confirmed most students' resistance of teachers' trial to implement active learning methods in the classroom. In relation to the perception of the students towards the real practice of speaking skills in EFL sessions, students had a negative perception towards its implementation. Students' background, unwillingness of the students to speak and students' resistance of active learning techniques were the major factors that influenced the real practice of speaking during EFL sessions. The study also stated that most students were not active participant in the classroom due to fear of feedback given among their colleagues as well as teachers.

Finally, there is still much work to be done and seen from this perspective, First and foremost, this study can be replicated to find out whether the same results would be obtained or not. Around the title EFL risk taking behaviour willingness and practice in speaking class and challenges they encounter but they couldn't touch their problem in our school for instance Sisay (2011) also studiedd about EFL students willingness to participate in speaking class and challenges they face. This study focuses on learner motivation towards participating in learning speaking skill. The finding showed that willingness was the main inertia to had active participation in the class room but anxiety, law self-stem and lack of confidence might hinder participation.

Bang (1999) studied on factors affecting Korean students risk taking behaviour in EFL class room. The study focuses on learning all language skills and the finding shows affective variables like anxiety. Low motivation and unfavourable attitudes were the main factors And ArifRahman Hakim (2018) conducted a research entitled experienced EFL teachers challenges and strategies in teaching speaking skill in introvert students. The study was about only introvert students. The finding shows that cooperative learning leads students to be dominated by gifted students. Thus he couldn't show all type of students.

This research result is different from the above researcher. The research is deals about EFL learners risk taking behaviour, willingness and practice in speaking class and the challenges they face. The result of this study indicated they have problem of taking risk in English speaking class. Students' risk-taking viewed from each aspect, namely: a lack of hesitancy, willingness to use linguistic elements, and lack of tolerance of possible incorrectness. In relation to the perception of the students towards the real practice of speaking skills in EFL sessions, students had a negative perception towards its implementation. Problems faced students when they practice speaking skill. For instance lack of motivation, afraid of making mistake, becoming nervous when the teacher asked question and they were afraid of making mistake because of others ridicule. Teachers' methodology did not help them to develop speaking skill and they focused on knowledge of grammar than speaking.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

This chapter presents two major sub-sections. The first chapter presents conclusion of the study, and the second section presents the recommendations forwarded. It presents a summary and discussion of the results of the three instruments of the study those are questionnaire, interview and observation. Furthermore, it illustrates the results in the light of the reviewed literature. Adding to that, it offers recommendations for further research.

5.1 Conclusions

Following the result of the study, conclusions were forwarded. Oral practices are required as vital variables in learning second/foreign language and expressing through opinion and idea orally. It was pointed out that oral practices require risk taking behaviour and willingness to practice in various contexts. Risk-taking behaviour is the act or of doing something that involves threat that could be hindrance in order to achieve a goal (McCroskey, 1984). Zarfsaz and Takkec (2014) strongly suggest, "Risk taking is supposed to be a fundamental issue in foreign language learning especially with regard to speaking activities.

The aim of the study is investigating EFL students' risk-taking behaviour, willingness, and practice in speaking class and challenges they encounter. The study variables such as risk taking behaviour and willingness have integration so that they trigger sequential relationships. In addition, the variables such as practice and challenges could also be inseparable because challenges were unavoidable if someone tries to implement certain action into practice.To address the stated research questions, the researcher used different instruments like: questionnaire (close ended), structured interview and class room observation. Mixed approach which includes both quantitative and qualitative data analysis methods were employed in order to answer the research questions and to attain the objectives. She used comprehensive sampling technique because all participants were available for the study. So the total number of the target population that was considered for the study was108.

The data gathered through questionnaire were analyzed both qualitatively and quantitatively. The percentage, frequency and mean were used to analyze the quantitative data. Similarly, information generated from class room observation and interviews was described qualitatively. To make the analysis easier and based on the specific objectives of the study, the items of the questionnaire and structured interview were categorized into six sub parts. Identifies how EFL students aware, their risk-taking behavior they perform in speaking class, the types of risk taking behavior EFL learners use in learning speaking skill, learners' willingness to learn speaking skill, the extent of EFL learners' practice of learning speaking skill, challenges EFL learners face when learning speaking skill and the measurement of EFL learners take by their own to alleviate the challenges.

The data analysis brings enough evidence to answer research questions of the study. The following important points can be presented of this study: The majority of the students were not taking risk in learning speaking skill because they are afraid of students and teachers negative feedback that made students to not willing in participating speaking. Students' risk-taking viewed from each aspect, namely: a lack of hesitancy, willingness to use linguistic elements, tolerance of possible incorrectness, and inclination to rehearse a new element. Almost all students were not voluntary to participate in speaking and they did not show eagerness and willingness to get involved in oral communication when the teacher gave them opportunity to participate and present their work.

English language Students in fide secondary school need to improve their ability or mastery on the four basic skills of English. From those basic skills, speaking is considered the most difficult skill to improve. It needs both teachers and students contribution to develop learners 'speaking skill. The language learners should maintain their courage to deliver the idea. If they can do it well, the mastery of speaking will be reached. All of student participant were asked 40 close ended questionnaires based on the four variables of the research. And 4 grade 11teachers interviewed 8 questions. Four class also observed tow times to answer six research question and to attain the objectives.

However, many problems occurred during the teaching and learning process beside method, technique, media or approach of teaching, students' psychological issues affected their way of

learning. Those psychological issues are Risk-taking, and not willing to participate in pair and in group in English class. All the data showed that most of students didn't take risk in speaking because they are afraid of students and teachers negative feedback that made students to not willing in participating speaking and they have problem of taking risk in English speaking class.

Teachers were not playing active roles in developing speaking skills. They were not encouraging students to speak in English and they did not focus on communication. They did not present the lessons in a memorable and meaningful way. No maximum amount of practice was given for students. It could be observed from the data that they did not create enough opportunities for students to use English (speaking) in real life communication. The data revealed that they rather focused on doing activities in the textbook mainly through drills and dialogues. The analysis also showed that the only teaching material used to teach speaking skills was the textbook. No teaching aids or other supplementary materials were seen being used to develop the skills. The whole class method was usually seen to be applied for teaching speaking skills. As the data revealed, students rarely worked in pairs or in group. The arrangements of the desks were not convenient for group discussions as they are not moveable.

Therefore English language teachers should employ their maximum effort to minimize the problems that affect teaching speaking skills by: motivating the students to speak in the target language, providing the students with various opportunities to develop their speaking skills, providing appropriate supplementary speaking materials, giving additional/tutorial classes the teachers may improve their speaking skills.

The students also have their own role. Even though a lot is expected of them, the result of the study showed that they mostly tended to be passive in the classroom. As the data indicated the students rarely used English inside and outside their classroom, especially in real life communications. The study also stated that most students were not active participant in the classroom due to fear of feedback given among their colleagues as well as teachers. Even though students were not willing to give answer when the teacher asked question, many problems were faced them when they practice speaking English. They are; Students have lack of motivation, afraid of making mistake, becoming nervous when the teacher asked question, afraid of making

mistake because of others ridicule and teachers' methodology did not help them to develop speaking skill and they focused on knowledge of grammar than practice speaking.

From the conclusion gained by the researchers, some suggestions are then formulated. First, teachers need to improve the students' level of risk-taking. If they want to make the students improve the speaking ability, it can be done by choosing such method which can accommodate the students' need of trying something new and by designing interesting teaching materials with different activities. Second, the students themselves should realize that by trying more, they can create and speak more English words and sentence, so they need to have willingness to improve their level of risk-taking to then improve their ability of speaking.

5. Recommendations

Based on the above conclusions, the following recommendations are forwarded.

1. Students

- It was also observed as most students had no interest and confidence to speak in English with their colleagues during the session then the students should be aware that making a mistake is part of learning. So that they shouldn't fear of feedback given during discussions.
- As a result, feedback, whether it is positive or negative, and without committing mistakes fluency cannot be achieved; therefore, the students should keep in mind the value of making mistakes in learning speaking skills. That might be given during delivery of the session in EFL, should be perceived positively.
- Students should play their role in learning speaking skills. They have to participate actively in the classroom in activities such as asking and answering questions, asking for clarity, group and pair discussions, reporting what they discussed or listened, asking for information, giving information and advice, giving opinion, telling stories, playing language games and solving problems.

- The students have to do more practice English exercises in order to improve their speaking skills. In addition, the students should feel responsible for their own learning and have to build their knowledge of grammar and vocabulary

2. English language teachers

- As it is apparent from the results of the study, though the teachers appeared to be aware of the factors that affect their students' speaking skill, they were not employing their maximum effort to overcome the challenges and facilitate conditions to promote students' speaking skills.

- It is recommended that English language teachers should employ their maximum effort to minimize the problems that affect teaching speaking skills by: motivating the students to speak in the target language, providing the students with various opportunities of speaking skills, providing appropriate supplementary speaking materials, giving additional/tutorial classes the teachers may improve learners speaking skills.

- The teacher should develop the habit of using different active learning techniques in EFL classes in order to increase the exposure of our learners' engagement in sharing one's ideas in English.

- Teaching materials play a great role in developing speaking skills. On top of this, teachers have to choose and use appropriate teaching aids (materials) that promote the teaching of speaking skills.

- Hence, they should use audio materials (radio, telephone) and visual materials (television, DVD, CD-ROM, computer and etc.), and other teaching aids such as pictures, models, charts, tables, diagrams, and maps that help to teach speaking skills.

- They should find a suitable mechanism in which awareness to a certain method is combined with its corresponding attitude in an applicable manner.

- They should establish language club in the school to give chances for the students in order to use the language for the means of communication.

3. Curriculum designer and concerned body

- Curriculum designers should provide improved syllabus designs focusing on teaching speaking skill and preparing interesting speaking activities.
- Policy makers should provide and equip schools with English Labs and provide instruments needed to accomplish effective teaching.
- Responsible official bodies are recommended to conduct activities that increase awareness and the attitude of English language teachers such as: workshops, training courses, etc.
- It's better to include the score of the speaking program on the students' report. Most of the teachers' didn't take the score of students' performance since it was not included in the students' report. When the teacher takes the score of students' performance, it can also motivate students to prepare their speech well. The students will also know how far their speaking performances are.

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Appendix A – Students' Questionnaire

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Questionnaire to be filled by Students

The main focus of this questionnaire is to gather data from you, grade 11 students, on the issue about your risk-taking behavior, willingness and practice in speaking class. Besides, you are asked to reflect on the challenges you encountered when you practice in the speaking class. The items in the questionnaires concentrate on your feeling, experience, attitude and behaviors related to learning English speaking skill. You are kindly requested to answer all of the items by reading them carefully and thoroughly because your genuine cooperation to give response to all items contributes a lot for the successful completion of the study. Since the questionnaire is designed for the research purpose, no need of writing your name or any form of identification.

Thank you in advance for your cooperation**.**

GENERAL INSTRUCTION

Following are items of the questionnaire on the four variables of the study which are Students' Risk-Taking Behaviors', Willingness, Practice and challenges they encounter in speaking class. Statements on each variable are stated in the table. Please read each item carefully and thoroughly. Then, put a tick (√) mark against the statement that help you to show your agreement using the Scales:

> ➢ *1 = Strongly Disagree;*
> ➢ *2 = Disagree;*
> ➢ *3 = Undecided;*
> ➢ *4 = Agree and*
> ➢ *5 = Strongly Agree.*

I.	Students' Risk-taking Behaviors in speaking class					
No	Item	1	2	3	4	5
1	I have courage to take a chance and attempt an answer.					
2	I am tolerant toward possible incorrectness or inexactitude in using the English language in speaking class.					
3	I prefer the unplanned speech and am more engaged in the expression of ideas to discover if these are acceptable in the target language.					
4	I usually tend to take more substantial risks to develop my oral proficiency.					
5	I am not afraid of making mistake when I speak in English.					
6	I am not afraid of looking ridiculous when I try to respond orally.					
7	I am not inclined to rehearse a new element silently before attempting to use it aloud					
8	I am courageous to assume the consequences of my linguistic decisions, even when I am not supported by others.					
9	I am confident enough to try out my ability of speaking English in class.					
10	I am not hesitant about using a newly encountered linguistic element in my speaking.					
II. Students' Willingness in Speaking Class						
No	Item	1	2	3	4	5
11	I want to attend speaking lesson more than I do the other language skills.					
12	I am willing to participate in group or pair discussion that is held in speaking class.					
13	I am interested in giving oral response when questions are asked in English class.					
14	I am interested in using linguistic elements perceived to be complex or difficult in my speaking.					

15	I am interested in engage more actively in classroom participation.					
16	I am happy to present a public speaking when it is given by the teacher					
17	I like to discuss a topic with my teacher when (s)he has a different view					
18	I like to answer before anybody else when the teacher asks a question					
19	I am more willing to talk than listen during a conversation					
20	I don't like to miss to speak about a topic that I am comfortable with.					

III. Students' Practice in Speaking Class

No	Item	1	2	3	4	5
21	I always use English when I give response in the class					
22	I do not use vernacular language (mother tongue) in English class.					
23	I speak in English in the group discussion.					
24	I feel relaxed when I speak English in class					
25	I usually present the group discussion result in English language.					
26	I don't feel shy when I deliver public speaking in front of the class.					
27	I am usually a group representative to present what we discuss when group discussion is given in the speaking class.					
28	I take part in speaking when interpersonal conversation is held in the speaking class.					
29	I participate in speaking class more actively than in other language skills.					
30	I answer in English when the teacher asks questions to the class.					

IV. Challenges Learners' Face in Speaking Class

No	Item	1	2	3	4	5
31	Lack of exposure and poor background experience of participating in speaking class.					
32	I have poor grammar and vocabulary Knowledge that hinder me to					

	express my idea in speaking.					
33	I am afraid of making mistakes, so others ridicule on my attempt in speaking class.					
34	Lack of practice in and out of the classroom makes me incapable learner to use English in speaking class.					
35	Getting nervous or embarrassed when I am asked a question					
36	Being hesitant because of uncertainty of the answers and being afraid of making mistakes and loosing face					
37	Lack of motivation, self-confidence and risk-taking					
38	Teachers' Language Teaching Approach does not help me to promote speaking skills					
39	Teachers' and friends' severe error correction, negative feedback and negative attitudes					
40	Teachers focus on knowledge than practice when delivering speaking lesson.					

Appendix B Questionnaire in Amharic

ጅማ ዩኒቨርስቲ

የማህበራዊ ሳይንስና ሂዩማኒቲስ ኮሌጅ

የእንግሊዘኛ ቋንቋና ሥነጽሁፍ ትምህርት ክፍል

በተማሪዎች የሚሞላ የጽሁፍ መጠይቅ

ውድ ተማሪዎች፤

ይህ የጽሁፍ መጠይቅ የተዘጋጀው፣ ከእንነት የአስራ አንደኛ ክፍል ተማሪዎች፣ በንግግር ክህሎት ክፍል ውስጥ ስለምታሳዩት አስጊ-ተጽእኖዎችን የመቋቋም ባህሪ፣ የምታደረጉትን ፈቃደኝነት፣ ያላችሁን ተግባራዊ የልምምድ ሁኔታ እንዲሁም የሚያጋጥማችሁ ተጋዳሮት ወይመ ችግሮች ላይ፣ አስፈላጊውን መረጃ ለመሰብሰብ ነው፡፡ ይህ መጠይቅ የተዘጋጀው ለጥናትና ምርምር ይውል ዘንድ ስለሆነ፣ ስማችሁንም ይሁን ሌላ እናተነታችሁን የሚገልጽ ነገር በመጠየቁ ላይ መጻፍ አይተበቅባችሁም፡፡ የእንነት የተሰጡትን ትእዛዛትና ዝርዝር ጥያቄዎች አንብቦ ተገቢውን መለስ መስጠት ለታሰበው ጥናት ዓላማ አስፈላጊ በመሆኑ ቀና ትብብራችሁን እንድታደረጉ በትህትና ተጠየቃላችሁ፡፡

ስለምታደርጉት ቀና ትብብር በቅድሚያ ምስጋናዬን አቀርባለሁ፡፡

አጠቃላይ መመሪያ፡- ከዚህ በታች በሰንጠረዡ ውስጥ የሚገኙት ዝርዝር ጥያቄዎችን እያነበባችሁ፣ ከተሰጡት ዓርፍተ ነገሮች ጋር ያላችሁን ስምምነት የ ምልክት በማስቀመጥ ግለጹ፡፡ ከዓርፍተ ነገሮቹ ጋር ያላችሁን የመስማማታችሁን መጠን በሚከተለው የቁጥር መጠን ልክ እንድታስቀምጡ በትህትና ተጠየቃላችሁ፡-

- ➢ 1 - በፍፁም አልስማማም
- ➢ 2 - አልስማማም
- ➢ 3 - እርግጠኛ አይደለሁም
- ➢ 4 - እስማማለሁ
- ➢ 5 - ሙሉ በሙሉ እስማማለሁ

		1	2	3	4	5
1. በንግግር ክህሎት ትምህርት ክፍል ጊዜ የተማሪዎች አስጊ-ተጽእኖዎችን የመጋፈጥ ባህሪ (Students' Risk-taking behaviour in Speaking Class)						
ተቁ	ዝርዝር መጠይቆች	1	2	3	4	5
1	ጥያቄዎች ሲጠየቁ መልስ ለመስጠት አጋጣሚውን ለመጠቀም ድፍረቱ አለኝ።					
2	በንግግር ክህሎት ክፍል ውስጥ እንግሊዘኛ ቋንቋን ተጠቅሜ የምመልሰው መልስ ትክክለኛ ባልሆንም ብዙ ግድ አይሰጠኝም					
3	በእንገሊዘኛ ቋንቋ ተቀባይነት ያለው መስሎ ከተሰማኝ፤ በቂ ዝግጅት ሳላደርግ በማደረገው ንግግር መሳተፍን እመርጣለሁ					
4	በእንግሊዘኛ ቋንቋ የንግግር ችሎታዬን ለማሳደግ፣ ማንኛውንም አስጊ ተጽእኖ የመጋፈጥ ባህሪ አለኝ።					
5	እንግሊዘኛ ስናገር ስህተት በመስራቴ ምንም የፍርሃት ስሜት አይሰማኝም።					
6	በንግግር መልስ በምሰጥበት ወቅት፣ ሌሎች ቢያንንጥጡኝም ወይም ቢቀልዱብኝም የፍርኻት ስሜት ተሰምቶኝ ከመመለስ ወደኋላ አልልም።					
7	በንግግር የማቀርበው ጉዳይ ካለ፣ ጉዳዩን የመሽምደድ ዝንባሌ የለኝም።					
8	በእንግሊዘኛ የምናገረው ጉዳይ ከሰዋሰው አጠቃቀም አኳይ ግደፈቱ በሌሎቹ የማይደገፍ እንኳን ቢሆን፣ የሚያስከትልብኝን ትችት የመቀበል ድፍረቱ አለኝ።					
9	በክፍል ውስጥ በእንግሊዘኛ ቋንቋ ያለኝን የንግግር ክህሎት ለማደበር መሞከር በቂ ድፍረቱ አለኝ።					
10	የሚያጋጥሙኝን አዳዲስ ሰዋሰዋዊም ይሁን ሌሎች የእንግሊዘኛ ቋንቋ መሰረታዊያን ክፍሎች በንግግሬ ውስጥ ለመጠቀም ጥርጣሬ አላሳይም።					

2. በንግግር ክህሎት ክፍል ውስጥ የተማሪዎች ፈቃደኝነት

(Students' Willingness in Speaking Class)

ተቁ	ዝርዝር መጠይቆች	1	2	3	4	5
11	ሌሎቹን ክህሎቶች ለመማር ካለኝ ፍለጎት ይልቅ፤ የንግግር ክህሎት ለመማር የላቀ ፍላጎት አለኝ፡፡					
12	በንግግር ክህሎት ክፈል ውስጥ በጥንድና በቡድን የሚሰጡ ውይይቶችን ለመሳተፍ ፈቃደኛ ነኝ፡፡					
13	ጥያቄዎች በእንግሊዘኛ መመህራችን ሲጠየቁ በቃል መልስ የመስጠት ፍላጎት አለኝ፡፡					
14	የእንግሊዘኛ ቋንቋ ሰዋሰዋና ሌሎች ውስብስብባ አስቸጋሪ የሚመስሉ የንግግር ክፍሎችን በንግግሬ ውስጥ የመጠቀም ፍላጎት አለኝ፡፡					
15	በንግግር ክህሎት ትምህርት በሚሰጥበት ክፍል ውስጥ በንቃት የመሳተፍ ፈቃደኛነት አለኝ፡፡					
16	በእንግሊዘኛ መምህር በሚሰጠን የማህበረሰብ ነክ የንግግር መለማመጃ ሥራዎችን ለማቅረብ ደስተኛ ነኝ፡፡					
17	የእንግሊዘኛ መምህራችን በአንድ ርዕስ ጉዳይ ላይ ከኔ የተለየ አስተሳሰብ ይዞ (ይዛ) ካገኘኹ ስለጉዳዩ መወያየት እወዳለሁ					
18	የእንግለዘኛ መመህራችን ጥያቄ በሚጠይቅበት ወቅት ከሌሎቹ ተማሪዎች በፊት ቀድሜ መልስ መስጠት እወዳለሁ፡፡					
19	ከሌሎች ጋር ውይይት በማደርግ ወቅት ከማዳመጥ ይልቅ የመናገር ፍላጎት አለኝ፡፡					
20	ልናገርበት የምፈልገው ርዕስ ጉዳይ ሲያጋጥመኝ፤ በምንም መንገድ ሳልናገር አላልፍም፡፡					
3. በንግግር ክህሎት ክፍል ውስጥ የተማሪዎች ተግባራዊ-ልምምድ ማድረግ (Students' Practice in Speaking Class)						
ተቁ	ዝርዝር መጠይቆች	1	2	3	4	5
21	መልስ በምሰጥበት ወቅት ሁልጊዜ እንግሊዘኛ ተጠቅሜ እመልሳለሁ፡፡					

22	በእንግሊዘኛ ክፍለ ጊዜ በንግግሬ ወቅት የአፍ መፍቻ ቋንቋዬን አልጠቀምም፡፡					
23	በንግግር ክህሎት ትምህርት ክፍለ ጊዜ ቡድን ውይይት ወቅት በእንግሊዘኛ ብቻ እናገራለሁ፡፡					
24	በእንግሊዘኛ በምናገርበት ወቅቱ፤ ዘና ብዬ ነው የምጠቀመው፡፡					
25	በቡድን ተወያይተን የሚገኘውን ውጤት ሁልጊዜ በእንግሊሊዘኛ አቀርባለሁ፡፡					
26	በክፍል ውስጥ ለሁሉም ተማሪዎች ንግግር በማቀርብበት ወቅት ምንም አይነት ዓይናፋርነት አይሰማኝም፡፡					
27	የቡድን ወይይት በሚሰጥበት ወቅት በቡድን የተደረገው ወይይት ውጤትን ለማቅረብ አንዲረዳኝ ሁልጊዜ የቡድኑ መሪ ወይም ተወካይ እሆናለሁ፡፡					
28	በንግግር ክህሎት ክፍለ ጊዜ በኔና በሌላ ተማሪ ወይም በኔና በመመህር በሚደረገው ውይይት ተሳትፎ አደርጋለሁ፡፡					
29	ከሌሎቹ የቋንቋ ክህሎቶች ይልቅ የንግግር ክህሎትን ለመማር በማደርገው ተስትፎ ከፍተኛ ነው፡፡					
30	የእንግሊዘኛ መመህር በሚጠይቅበት ወቅት በእንግሊዘኛ መልስ እሰጣለሁ፡፡					

4. በንግግር ክህሎት ክፌል ውስጥ ተማሪዎች ሊያጋጥሟቸው የሚችሉ ተግዳሮቶች
(Challenges Students Encounter)

ተቁ	ዝርዝር መጠይቆች	1	2	3	4	5
31	በንግግር ክህሎት ክፍል ውስጥ፤ ተሳትፎ እንዳላደርግ ችግር የሚፈጥርብኝ ጉዳይ ከቋንቋው ጋር ያለኝ የግንኙነትና የልምድ እጥረት፡፡					
32	የሰዋሰውና የቃላት እውቀት እጥረት አለብኝ፡፡					
33	ስህተት መስራትና ሌሎች ይሳለቁብኛል የሚል ፍራቻ አለብኝ					
34	በክፍል ውስጥና ከክፍል ውጪ ተግባራዊ ልምምድ የማድረግ እጥረት፡፡					

35	ጥያቄ ስጠየቅ የእፍረትና የፍርሃት ስሜት መሰማት ለንግግር ክህሎቴ እድገት ተግዳሮት ሆኖብኛል፡፡					
36	በምሰጠው መልስ ላይ እርግጠኛ ባለመሆኔ ምክኒያት በውስጤ የሚፈጠረው ጥርጣሬ፣ ስህተት የመስራት ፍርሃትና እምነት ማጣት ችግR ፈጥሮብኛል፡፡					
37	የተናሳሸነት በራስ መተማመንና አሰጊ-ተጽእኖዎችን የመውሰድ ባህሪ እጥረት ተግዳሮት ሆኖብኛል፡፡					
38	የእንግሊዘኛ መመህR የማስተማR አቀራረብ የንግግR ክህሎቴን እንዳዳብR ያለመረዳቱ ችግR ፈጥሮብኛል፡፡					
39	የመመህራችንና የክፍል ጓደኞቼ በምሰራው ስህተት ላይ የሚያቀርቡት የሰላ ትችትና አሉታዊ ግብረ-መልስ እንዲሁም አሉታዊ አስተያየቶች ተግዳሮት ሆኖብኛል፡፡					
40	የንግግR ክህሎት ትምህRት በሚቀRብበት ወቅት፣ የመምህራችን ተግባR ተኮR ሥራ ከመስጠት ይልቅ እውቀት ተኮR ሃሳባዊና ትምህRት ላይ ብቻ ማተኮR ተግዳሮት ፈጥሮብኛል፡፡					

Appendix C Observation Checklists

Observation date _____

Level and grad _____

Observation round _____

Duration of single observation _____

S. N.	Behaviours/Issues to be Observed	Obs. 1		Obs. 2		Obs. 3		Obs. 4	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Physical setting of the classroom is convenient.								
2	Students are eager or willing to speak in English.								
3	Speaking activities are appropriate to the level.								
4	Speaking activities are enjoyable for the students.								
5	Students speak English in pairs.								
6	Students speak English in groups.								
7	Students take risk in speaking English.								
8	Teacher encourages or motivates students to speak in English.								
9	Students are confident and interested on oral communication.								

Appendix D: Structured Interview for Classroom Teachers

I have conducted a research on "EFL students' risk-taking behaviour, willingness, and practice in speaking class and challenges they encounter" with special reference to grade 11 Fide high schools. Therefore, I were conducted this interview to gather data for the issue being studied to this end you are kindly requested to provide answer for our interview question.

Thank you for your time and cooperation.

1. How do your students feel to speak English?
2. How many students do you think have speaking problem in your English speaking class?
3. What mechanisms or methods do you often employ to help students overcome their risk-taking behaviour in English speaking class?
4. Do your student worries about breaking down of wards and classmates negatives feedback?
5. What is the other problem of students to not speak in English?
6. What kinds of activity do you give for students to develop their speaking skill?
7. Are they afraid of making mistake?