



Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

MA in Teaching English as a Foreign Language (TEFL)

Program (Regular)

EFL Teachers' Perceptions, Practices and Challenges of Testing Oral
Communication Skills: Dawuro Zone General Secondary Schools in
Focus

By: Bekele Begaro

A Thesis Submitted to Department of English Language and Literature in
Partial Fulfillment of the Requirements for Master of Arts in Teaching
English as a Foreign Language (TEFL)

December, 2021

Jimma, Ethiopia

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Declaration

Here I undersigned and declare that the thesis report entitled “EFL Teachers’ Perceptions, Practices and Challenges of Testing Oral Communication Skills: Dawuro Zone General Secondary Schools in Focus” is my original work and has not been presented for a degree in other university.

Name: Bekele Begaro

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Date of submission _____

Acknowledgement

First and foremost, I would like to express my deepest gratitude to the Almighty God who offers me health, longevity, endurance and wisdom to complete this study and other works. Next to God, I would like to extend my deep gratitude thanks to my advisors: Desta Kebede (Assistant Professor) and Dereje Asefa (PhD). Their enthusiasm and professional expertise have provided tremendous guidance throughout carrying out my research. Their amazing support has been a blessing to me. Their encouragement and professional insight have inspired both my personal and professional development.

Next to my advisors, I would like to thank my dear participants for their amazing cooperation to give reliable data on questionnaire, interview and classroom observation.

Finally, I would next like to express my gratefulness to Jimma University for its financial support for the successes of my work.

Abstract

The main objective of this study was to assess EFL teachers' perceptions, practices and challenges of testing oral communication skills: in Dawuro zone secondary schools. There are 47 government secondary schools in Dawuro zone. Because of large number of schools, the researcher sampled 19 senior secondary schools through simple random sampling technique. In 19 senior secondary schools there are 108 EFL teachers. The study has employed a descriptive research design that combines both quantitative and qualitative methods. There are 108 EFL teachers in sampled senior secondary schools and they were sampled through comprehensive sampling techniques because they are limited in number. Questionnaire was used major data collection tools and interview and classroom observation checklists were minor tools. Questionnaire was distributed to 100 teachers. Observation and interview were conducted with eight teachers. Interview was supported audio records. Qualitative and quantitative data analyses were employed to enrich and validate the data. Qualitative data was analyzed thematically. The quantitative data were analyzed with SPSS V20 in descriptive statics containing frequency, percentage and mean. The result revealed that teachers have a favorable perception of oral communication skills test. There was a better practice of testing oral communication skills. The relationship between perception and practice was positive. The result also revealed few challenges that teachers face to test oral communication skills such as students lack time to cover the test, students prefer to use their mother tongue and lack of teaching aids like tape recorders, cassettes and radio-program. Based on the findings the researcher recommended that Ministry of Education, regional, and woreda education bureau should provide teaching aids like tape recorders, cassettes and radio-program to promote EFL language oral communication skills. Students should develop positive awareness towards oral communication skills in EFL classroom. Students should use the target language in EFL classroom instead of mother tongue. Students should regularly practice oral communication skills tasks such as dialogue, interview and oral questionnaires his/her friends inside and outside of classroom.

Key words: EFL teachers' perceptions, practice of testing oral communication skills and the challenges teacher face

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Chapter One: Introduction

This chapter presents background of the study, statement of the problem, research questions, objectives of the study, significance of the study, scope of the study, limitation and organization of the study.

1.1 Background of the Study

In the communicative language teaching era, educators agree that the main target of learning English is to enable students to use the target language. To achieve this, EFL teachers have been devoting themselves to impart and improve students' oral communication skills by searching and applying various techniques to teach and test students' oral communication skills. However, the teachers' efforts result in frustration when coming to test oral communication skills (Miller, M., 2005). The frustration may come from the teacher himself when he/she has to conduct oral communication skills test or an outside body/institution when it conducts formal examination (Underhill. N, 1982).

Oral communication skill is the productive skill. It consists of producing a systematic verbal utterance to convey meaning and information. Making a practice of oral skills through direct oral communication skill test can promote not only oral skills, but also foster learning since one must have information in his or her mind to communicate about something (Douglas, 2001). If teachers perceive and practice testing oral communication skill in EFL class, students can speak English in their classroom, they can use the language for day-to-day communication and they will be beneficial in their future carrier (Widdowson, 1978).

Moreover, oral communication skill is also an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 2001). Thus, student should have the ability to communicate in English in order that they can communicate with others. Even though, there are various challenges that affect teaching oral communication skills in large classes that make students communicative competence unsatisfactory. A traditional limitation to developing students' communicative competence is the inadequate interaction between teachers and students.

Teachers simply spend much time lecturing while students take notes and seldom participate in class (Tirualem, 2003). EFL teachers can use different strategies of teaching to achieve teaching-learning goals and objectives of oral communication skill (Bailey and Nunan 2004).

On the other hand, in highest schools in Ethiopia large class teaching is still common practice. It is widely admitted that teaching oral communication skills to a large class has disadvantage over a small class. In Ethiopia, large classes are still reality and continue to pose particular challenges to EL teachers in promoting students speaking performance. Wondwosen (2008) also finds out in his study that large class has a number of problems. His findings indicate that classroom factors such as arrangement of desks, class size, and numbers of tables affect both teachers and students in their teaching and learning process of oral communication skills.

In addition, oral communication skill test is utilized to improve EFL learners' communicative skills (Inbar-Lourie 2008). The idea of testing oral communication skill, for the longest time, has always been revolving around testing the skills and competence of oral skills. Currently, the notion of testing for communicative competence is becoming more popular (Canale 2014, Harding 2014; and Morrow 2018). In the process of testing oral communication skills, listening and speaking most commonly used tasks include role play and gap completion (Bellacket al., 2001 and Kitao, 2006). For EFL teachers, it is very important to improve the learners' delivery skills, enhance their confidence, and develop their critical thinking and organization skills. For this purpose, such a reliable and valid approach of test is needed as can help decide whether the goals are achieved or not. Similarly, oral communication needs such a scheme of test as can originate from discrete language skill classes such as the comprehension of listening (Nakamura and Valens, 2001).

Therefore, EFL teachers as well as language testers require such a scheme as can take a subjective-qualitative observation and change it into an objective quantitative measure (Nakamura, 2004 and Sercu, 2004). An issue in test process is the choice of criteria for testing of learners' performance. The said criteria must be one of the first steps in devising oral communication skill test. Learners must be made aware before time of what is likely to be expected from them. It can help them decide on what ground the performance will be tested (Butler and Stevens, 2001).

Oral communication skill is, doubtlessly, one of the most complicated skills to test (Chou, 2018 and Rychtarik, 2014). It involves such skills as may have no or little connection with one another. Resultantly, they effect on objective testing. A major complexity is the true realization of oral communication skills in testing. For, it is not easy to test a large number of students in a short time.

Therefore, the teacher put under great pressure (Heaton 1988). In the same way, Kitao and Kitao (2001) and Knight (2004) argue that there is yet dearth of appropriate criteria for testing oral communications skills. In addition to scoring of the oral communication skills are still considered as major problems. In O'Malley and Pierce's (2011) view, selection of appropriate test tasks and determination of evaluation criteria is another major challenge.

According to Celce-Murcia et al., (2003) and Pennington (2000), the testing of learners' ability to speak lacks solid grounding on theories, reliable test designs and pedagogy. listening and speaking (for example, the use of much clarification) can make it difficult to treat speaking apart, the speaker's strategy to dodge certain forms to convey meaning may make it difficult for test makers to design a solid elicitation technique (one that can result in the expected target form).

Still another challenge in testing oral communication is that it is likely to find such individuals as can make the diverse sounds of a second language suitably. Hence, there may still be the chance that they can fail to convey their thoughts appropriately. This is one of the major problems that speaking skill assessors come across while assessing the verbal production of tests. On the other hand, the opposing situation can also take place. Such as some of the individuals may be able to express their thoughts clearly, but at the same time they may fail to utter all of the sounds appropriately. Still another problem is that listening and speaking skills are interrelated (Idrissova et al.,2015). Therefore, sometimes it becomes difficult to keep them mutually-exclusive. In most of the cases oral skill depends on the comprehension of spoken inputs. Consequently, it impacts badly on the testing of oral communication skill because the tester is unable to know whether he is testing listening and speaking together or purely speaking (ESSAYS UK, 2016).

There is agreement among the language practitioners that testing students' oral communication skills is one of the most important aspects of an overall evaluation (Morrow, 1982). The ability to develop oral communication skills is very important; teachers should practice testing oral communication skills from beginning levels (González, 1989 and Omaggio, 1986). Only by incorporating the oral communication skills into periodic tests and/or final examinations from beginning levels can teachers give the right test to students regarding the importance of communicating in the target language (González, 1989).

English is a foreign language for Ethiopian students in lower and higher institutes of education. Concerning globalization, the Ethiopia government is very concerned and decided to make the students learn how to develop oral communication skills. To ground this message in real situation, the practice of testing oral communication in EFL classrooms at secondary schools is the ground springs to develop oral communication skills. Therefore, this study was to assess EFL teachers' perceptions and practices of testing oral communication skills and challenges they face with reference to Dawuro zone secondary schools.

1.2 Statement of the Problem

The practice of testing oral communication skills has been recognized as a major objective of proficiency testing. But having the complexity of aspects involved in testing oral communication skills, EFL teachers tend to avoid testing oral communication skills. For example, Madsen (1983) points out that testing oral communication skill is the most challenging in terms of test preparation, administration, and requiring much time. To practice testing oral communication skills in EFL classrooms teachers' perceptions are the crucial point. Most of the time, EFL teachers have certain preconceived beliefs about how best to test oral communication skills in EFL classrooms. They often come into a classroom conditioned by their experiences and social interaction, which may further shape their beliefs about testing oral communication skills (Johnson, 1992 and ÷Lockhart, 1996).

Testing oral communication skills in high school is a crucial point to help EFL students to improve oral communication skills. Despite students' and educators' acknowledgment of the significance of testing oral communication skills in EFL classrooms, many language teachers feel that oral communication skills test is among the most challenging to create a schedule, administer and grade. Since teachers bring and use their unique sets of beliefs to bear in situations of testing oral communication skills, these beliefs are usually recognized as influencing significantly their actual practices of testing oral communication skills in EFL classrooms (Smith, 1996). In our country Ethiopia, taking into account the wide services of English, the effort to improve test of learners' performance in oral communication skills has been given much attention by the government of Ethiopia; practically it is farther behind than it is expected (Nibret Asrade, 2013).

Currently, there is a growing tendency to accept that most university graduates and students who completed general secondary and preparatory schools in Ethiopia cannot express themselves in English which they invested 12 and above years (Sisa Bezabih, 2012). Accepting this rational can help educators to raise a debatable agenda that EFL teachers recognized their students to complete their schooling without testing their oral communication skills performance. This indicated that there is a mismatch between what was expected and what was implemented in the test of students' oral skills performance.

In strengthening this idea, teachers have complained that most students do not want to be tested or actively participate in the oral skills test sections of English textbooks since oral skill is treated to a limited extent in their 12 National English Examinations and their English teachers' test programs (NibretAsrade, 2013). Since a test is a tool used to find out the failure and success of students, it is possible to say that there is a gap in the practice of testing oral communication skills as part of teaching. Therefore, this gap was the main motivating factor for this study.

In addition to the above idea, my teaching experience in secondary school for two years also showed me the practice of testing oral communication skills and challenges. From my experience, I have seen some challenges that teachers face in testing oral communication skill. Some of the challenges are shortage of time, lack of language lab and other teaching materials contributed to difficulties in oral communication skills testing.

There are some related overseas and local studies. Some of these are Sujin Lee (2010), Dr. Laureta Vavla (2013), Ririn Rianingsih (2015), Endalew Molla (2011), Amanuel Abebe (2015), Hailu Kebede (2011), Tenaw Azene (2018), Esayas Teshome (2018), Asha Abu Ware (2021), Meaza Gebire (1991) and Solomon Mekete (2020). Sujin Lee (2010) conducted on “Current Practice of Classroom Oral Skill Assessment in Secondary Schools in South Korea”. The results have revealed that classroom speaking assessment currently conducted in Korean middle schools has broadly employed performance-based tasks and that somewhat informative feedback has been offered to students in the form of criterion descriptions plus marking scores.

Dr. Laureta Vavla (2013) conducted on “Learner’s Perceptions of Oral Skills Assessment in EFL Classrooms in Albania University. The findings stated that EFL learners have negative attitude towards oral skills assessment and their usual interests were to take grammar and other skill assessment rather than oral skills.

Ririn Rianingsih (2015) conducted on “EFL Teacher’s Strategies in Overcoming Students’ Difficulties in Speaking Skill Assessment at Cirebon Secondary Schools, Northern coast of the Indonesian. The findings revealed that EFL teacher’s use debate, role play, prepared talks, interview, games and brainstorming. It was also found out that the teacher strategy in overcoming students’ difficulties in speaking assessment at Cirebon secondary schools has good impact to the student’s response. The study conducted by Rianingsih was focused on EFL Teacher’s Strategies in overcoming students’ difficulties in speaking skill assessment but my study was investigated EFL teacher’s perceptions and practice of testing oral communication skills and challenges they face.

Endalew Molla (2011) conducted “A Descriptive Study on Students’ Perception of Oral skill and Oral instruction on grade 9 students of two secondary schools in Addis Ababa. His finding revealed that students were not using English for communication purpose. They have no interest or motivation to speak the language and afraid to speak English in front of their friends. The study reached a finding that indicates students have negative perception about oral skill and oral instructions. To fill the research gap, the current study investigated EFL teachers’ perceptions and practices of testing oral communication skills and the challenges they face.

Similarly, Amanuel Abebe (2015), conducted on “Teacher Related Problems that Affect Students’ Oral Achievement: Homecho Secondary school in Southern Ethiopia”. The findings indicated the existence of problems related to teachers, such as belief about language teaching, teaching methodology, inability to provide classroom oral activity, testing system, way of error correction and failure to use teaching aids in speaking classes.

Hailu Kebede (2011) conducted on “An Exploration of Teaching oral skills in English through Communicative activities in Raya Timuga secondary school: grades 11 and 12 in focus. The findings of the study revealed that teachers and students did not play their roles as stated by modern methods such as the communicative language learning and teaching. He recommended that educators should conduct research on practice of oral communication skills test. To this end, the current study was conducted to fill research gap on EFL teachers' perceptions and practices of testing oral communication skills and the challenges they face.

Tenaw Azene (2018) conducted “A Qualitative Study on the Implementation of Teachers’ Assessment of Oral Skill: Two General Secondary Schools in Debre Birhan Town”. His findings revealed that EFL teachers had not planned to implement assessment of oral skills with/out marks, did not play their roles for assessing speaking as well as did not mark students’ oral work. But, to fill the research gap the researcher conducted a descriptive study (both qualitative and quantitative). Again, his study is partial to the current study because he touched practice rather than perceptions of EFL teachers’.

Esayas Teshome (2018), conducted on “An Investigation of the Practice of Teaching and Assessing Oral Skills in Spoken English Classes: Dilla University in Focus”. The analysis also revealed that there has been a mismatch between the practices of teaching implemented by the teachers and the pedagogical procedures favored in the assessment of learners’ oral skills. The study also identified the students’ poor language background and fear of making mistakes and lack of encouragement from the teacher as challenges to the teaching and learning of speaking skills.

Asha Abu Ware (2021) conducted on “An Assessment of Teachers’ Practice of Active Learning Methods in Teaching Oral Skill: The Case of Secondary Schools in Asella Town, Oromia Region, Ethiopia”. His findings indicated that the teachers do not use any other activities like giving their students directions, going round each group and give guidance, giving students time for reflection, arranging the students for different classroom activities etc. to teach speaking skill through active leaning. In addition to these students didn't feel happy and relaxed when their teacher asks them to do activities in pairs, groups or individuals. In his study, testing oral communication skills was not included and the research gap was investigated under the current study.

Meaza Gebire (1991) also conducted a study on “Classroom Interaction and its Influence on the development of oral Skills in English at Grade 11 level in Government Schools”. Meaza concluded that classroom interactions increase students’ opportunity to practice oral skills and helps in strengthening their language ability. She recommended that further study should be conducted on practice of testing oral skills in EFL.

Solomon Mekete (2020) conducted on Teachers’ Perceptions, and Practices of Teaching Oral Skills in Central Gonder Zone Preparatory Schools”. According to the findings, although some English language teachers have positive perceptions of teaching speaking skill, there are a number of challenges that make not to practice teaching speaking skill in the classrooms very well. Factors that challenge the teachers to employ these techniques to practices teaching speaking skill in the classroom: a class size, lack of student’s prior knowledge, lack of student’s interest and motivation, use of mother tongue, shortage of chairs and tables in the classroom. Solomon’s study focused on the methodology of language teaching but methods of language assessment were not investigated.

Again, Jabesa Deresa (2020) conducted research on “English Language Teachers’ Perception and Practice of Teaching Speaking Skills in EFL Classes in Bora Secondary School”. The findings indicate that teachers did not implement what they perceived into practice. Hence paying less attention to the teaching of oral language, not promoting peer teaching and self/peer-correction of oral errors, not giving spoken exams, and typically using of local languages in English classes were the problems.

Testing and teaching oral skills are two inseparable activities in the teaching-learning process. Testing as an educational activity should not focus on a single language skill ((Brindley, 2001). He, concluded that all EFL skills should be equally assessed. Therefore, the above studies seek research gap on the practice testing oral communication skills.

These studies, however, didn't look into how the practice testing oral communication skills is going on and EFL teachers' perceptions specifically to Dawuro zone general secondary schools, I felt that there is inappropriate and lack of study on practice of testing oral communication skills in English as a foreign language (EFL) classroom while I was teaching English language for two years. This also gave me the opportunity to see practice of few EFL teachers to testing oral communication skills in EFL classroom. But there was no study conduct to measure EFL teachers' perceptions, practice and challenges of testing oral communication skills. Due to this rationale the researcher motivated to conduct this study in order to find literature gaps.

As far as my reading on the area concerned, there is no local researches conducted on EFL teachers' perceptions and practices of testing oral communication skills and the challenges they face specifically in Dawuro zone. The present study was to assess EFL teachers' perceptions, practices and challenges of testing oral communication skills in Dawuro zone General Government Secondary Schools.

1.3 Research Questions

This study attempted to answer the following basic research questions: -

1. How do EFL teachers perceive EFL oral communication skills test?
2. How often do EFL teachers practice testing oral communication skills?
3. What is the relationship between EFL teachers' perceptions and practices of testing oral communication skills?
4. What are the challenges that EFL teachers face in testing oral communication skills?

1.4 Objectives of the study

1.4.1 General Objective of the Study

The main objective of this study was to assess EFL teachers' perceptions and practices of testing oral communication skills and the challenges they face in Dawuro zone secondary schools.

1.4.2 Specific Objectives of the Study

This study tried to achieve the following specific objectives: -

- To investigate EFL teachers' perceptions on the practice of testing oral communication skills.
- To find out how often EFL teachers practice testing oral communication skills.
- To investigate the relationship between perception and practice of testing oral communication skills.
- To identify the challenges teachers', face in testing oral communication skills.

1.5 Significance of the study

Researching teachers' perceptions of secondary school EFL teachers and practices of testing oral communication skills will be important for several reasons: The finding of this study will provide information about secondary school EFL teachers' perception and practice of testing oral communication skills. It will provide information about the current challenges that EFL teachers face in testing oral communication skills.

It will further help teachers to implement different techniques of oral communication skills. In the same manner, students will be beneficial when teachers will improve their oral communication skills test practice and filled their gaps.

As a result, the above stakeholders will gain relevant information about the existing trends of testing oral communication skills and challenges. Furthermore, the findings will be used as reference material for future researchers.

1.6 Scope of the study

The study was confined to investigate EFL teachers' perceptions and practices of testing oral communication skills and the challenges they face in Dawuro zone secondary schools. There are 47 general secondary schools with 217 EFL teachers. The subject of the study was all EFL teachers in Dawuro zone secondary schools. It is difficult to cover all 47 secondary schools in this study. To this end, the researcher addressed 19 senior secondary schools with 108 EFL teachers.

1.7 Limitation of the Study

The study was conducted at Dawuro zone general secondary schools. Firstly, some of the EFL teachers were unwilling to allow audio and video record for classroom relating to their need of job security respectively. As a result, the researcher was forced to shift his observation to other teacher for observation and take the response of the interview on the spot. The other constraints were shortage of time and difficult of summer seasons to access transport service. But all the limitations were solved by the researcher and were not hindered the researcher from conducting his study.

1.8 Definitions of Key Terms

Perception: means understanding about EFL oral communication skills test and its principles (Richards, 1996).

Practice: is the actual application of testing oral communication skills in EFL classroom (Mitchell et al., 2013).

Oral communication skill: is teachers' or students' ability to express ideas in the classroom orally and fluently in a given meaningful context (Asubiojo et al., 2005).

Testing oral communication skills: is an encouragement of students' ability to communicate and helps to diagnose students' oral skill performance (Hughes, 2003).

Challenges: in this context consists of the problems that EFL teachers are encountering while testing oral communication skills in EFL classrooms.

1.9 Organization of the Study

The study was organized in five different chapters with different contents in the same context. Chapter one provides a general background of the study, justification for doing this research, statements of the problem, objectives of the study, research questions and scope of the study. Chapter two provide reviews previous works of literature done by different scholars on area concerned. It explains the concept of oral communication skills, the concept of a test, the importance of oral communication skills, challenges those teachers and students face in oral communication skills test sessions and other things related to objectives and research questions of the study. Chapter three presents the research design, population of the study, data sources, data collection tools and method of data analysis. Chapter four present' data analysis and presentation and possible discussion. The last chapter deals with summary of the major findings, conclusion and recommendations.

Chapter Two

2. Review of Related Literature

2.1 Oral Communication Skills

Oral communication skill is a unique and learned rhetorical skill that requires understanding what to say and how to say it. Speech in more formal environments does not come naturally. What should be learned is how to critically think about how to present oneself as a speaker in all occasions and also how to function in a variety of speaking environments (Palu, 2016 and Akinola, 2016).

Oral communication skill is a highly sought skill compared to writing and reading. It is because learning to speak is an important goal itself. It equips students with a set of skills they can use for the rest of their lives. Oral communication skill is the mode of communication most often used to express opinions, offer explanations, transmit information, and make impressions upon others (Asubiojo et al., 2005).

The use of English as a foreign language in oral communication is, without a doubt, one of the most common but highly complex activities necessary to be considered when teaching the English language because we live in a time where the ability to speak English fluently has become a must, especially those who want to advance in certain fields of human endeavor (Al-Hebaish, 2012).

Students need to speak well in their personal lives, future workplaces, social interactions, and political endeavors. Soon they will become professionals and workers and they will have meetings to attend, presentations to make, discussions and arguments to participate in, and groups to work with (Paltridge, 2001). If basic instruction and opportunities to practice speaking are available, students would be able to position themselves to accomplish a wide range of goals and be useful members of their communities (and Crandall, 2000).

Oral communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. It is not passive and does not just happen. Speakers are actively and consciously engaging in communication in order to develop information and understanding required for effective group functioning (Olatunji, 2012). It is dynamic because it involves a variety of forces and activities interacting over time. The relationship of people engaged in communication continuously grows and develop.

Obviously, it is necessary to develop communication skills. English oral communication skills are part of this skill set, and students should be supported to gain these skills. Learners of English often do not have opportunities to speak English outside the classroom, and for many of them, the course book is the only place where they meet English. Oral communication skill involves a communicative ability of producing and receiving information (Al Hosni, 2014). Oral communication involves the negotiation of meaning between two or more persons so it is always related to the context in which it occurs, including the participants themselves, their collective experience, the physical environment and the purpose for speaking (Linn, R., 2005). Both speaker and listener have a role to play, because speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Rixon, 2011).

2.2 Importance of Oral Communication Skills

Learners develop linguistic competence on their own. By the time a child enters school, he or she knows virtually all the grammatical resources of his or her language (Rubin & Kantor, 1983). Children know about the structure of their language; more importantly, they know how to use communication codes in real situations. Unfortunately, as children mature, oral expression encompasses more than the family unit. Oral language is inseparable from the study of the human situation; it is almost always produced by human beings for human purposes to share human meanings. Language situations are any events wherein language is used to share meaning; it is a joke, an advertisement, an argument, newscast, scientific report, or a story (Weingartner, 1969).

Human beings acquire their identity through response to communication, reflect their identity through communication, and use communication as the method by which they attain human goals (Phillips, 1982). Oral communication serves a variety of purposes with most communication being concerned with eliciting responses and establishing and maintaining relationships (Crocker, 1979). Oral communication is a way of looking at, thinking about, and talking about the world around us (Schmidt, 1982).

People are at a disadvantage if they cannot make their needs and wants known. Many misunderstandings occur between and among individuals, groups, and nations for lack of effective means of communication. Positive human relations require that people express themselves orally (Ediger, 1980). Adults require oral and communication skills in social and career contexts to function effectively in society (Endicott, 1978). Oral communication was noted as one of the top three skills cited as important for success by managers in business, engineering, and the arts (Endicott, 1978).

Speech affects everyday life through family, classmates, and friends. Communication skills are necessary in business, government, and a variety of service-oriented careers. Development of good oral communication skills prepares young and old for future needs and careers. A person's oral expression abilities are closely related to an individual's personality and self-concept (Ritter, 1975; Rubin, 1980). Oral communication skills are important in achieving academic, vocational, and personal success (Lieb-Brilhart, 1979). Humans spend almost 75% of their time sending or receiving messages (Nichols & Steven, 1957). Speech communication serves as a medium for the transmission of ideas, expression of emotions, and creation of enjoyment (Ritter, 1975).

2.3 Oral Communication Skills in EFL Classroom

The vision of oral skill in this study is framed within communicative language teaching (CLT), an approach that aims at helping learners develop communicative competence. The ability of “classroom language learners to participate in the negotiation of meaning” and “the need for learners to have the experience of oral communication skills as distinct from their ability to recite dialogs or perform on discreet-point tests of grammatical knowledge” (Savignon, 2001).

That is to say, instead of studying grammar structures, as happens in many EFL settings, learners are encouraged to negotiate meaning orally through communicative language regardless their proficiency level. Consequently, communicative language teaching highlights language learning under certain conditions: Learners use language for authentic and meaningful communication as classroom tasks have a communicative purpose, oral and written fluency is an important aspect of communication, and learning is a process of construction involving trial and error (Littlewood, 1981; Richards & Rodgers, 2014). In other words, learners have the right to make pronunciation and grammar mistakes during social interaction in the target language as it is a normal part of the learning process.

Oral skills in EFL should aim to achieve communicative goals. It requires understanding how the language works, its components and functions; and how and when to speak adequately according to circumstances of real life. For Bygate (1987) speaking involves “making decisions rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appear in our path” during communicative experiences.

2.4 Oral communication skills and Learners in the EFL classrooms

Oral communication skill is taught in the classroom in order to enhance the communicative efficiency of the students. Every act of communication does not involve a rapid-fire exchange. In fact, when learners try to express themselves there is hesitation, cliché expressions which fill in pauses, much repetition, and frequent indefiniteness as the speaker seeks the most convenient combination of element to express his intended meaning (Palu, 2016). These difficulties are due to a lack of interest in the subject, poor listening practice, deficient vocabulary, or lack of self-confidence and the fear of making mistakes (Mitchell et al., 2013).

In order to help students, overcome problems in learning oral skills, the teachers must figure out challenges that hinder their oral communication performance. Students' oral performance can be hindered by the challenges that come from performance conditions, time pressure, planning, the standard of performance, and amount of support, affective factors such as motivation, confidence and anxiety, listening ability and feedback during speaking activities (Mitchell et al., 2013).

In an English foreign language classroom, the student often stays silent because he has nothing to say. The teacher may have chosen a topic that is uncongenial to him or about which he knows very little, and as a result he has nothing to express in English. As well as having something to say, the student must have the desire to communicate something to some person or a group of persons. If the student does not have a positive relationship with his/her teacher or feel at ease with his classmates, he/she may feel that what he would like to say can be of little interest to them. On the other hand, he may be very aware of his limitations in the foreign language and feel that, by expressing himself in it, he/she is laying himself open to criticism or ridicule (Asubiojo et al., 2005).

Since oral communication skill is essentially an interaction between two or more people, listening comprehension plays a major role. The student may have acquired skill in expressing himself in the foreign language, but he has little practice in understanding the oral language when spoken at a normal speed of delivery in a conversation situation (Savignon, 2001). The student therefore, does not comprehend sufficient elements in the message to be able to make further contribution to the discussion.

In attempting to use the English language to express their own thoughts, students find themselves struggling to find appropriate words where their choice of expression is severely limited. When students are learning English language, they are unable to express their thoughts in orally mature vocabulary (William, D. and Black, P., 1998). Thus, finding themselves now limited to expressing themselves in childishly simple language, they feel frustrated and uncomfortable. The teacher 's awareness of this psychological factor and consciousness of the contribution in the process of teaching is important. He must be aware of the fact that, although they are limited in their powers of expression, they are not really the immature persons this deficiency might make them appear to be (Barrass, 2006).

In many EFL classes, some students prefer to keep their ideas to themselves when their oral participation may cause unpleasantness and embarrassment, while others hesitate to participate in the discussion simply because they are afraid of being continually corrected by the teacher for every slip they make. However, students 'mistakes are to be corrected, but when the student is attempting to encode his thoughts, he should be interrupted as little as possible.

Instead, the teacher notes one or two errors of pronunciation or grammar which would affect communication or is unacceptable to a native speaker, and brings these to the attention of the whole class for a later practice. Developing oral communication proficiency in the foreign language can be done only in a relaxed and friendly atmosphere where students feel at ease with the teacher and with each other. The teacher must adopt a motivating attitude in such a way that all students are involved in the learning process (Garton et al., 2011).

There are some oral communication skills problems that teachers can come across in getting students to talk in the classroom. These are inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use. The problem that the students often encounter is inhibition.

2.5 Techniques to promote oral Communication Skills

2.5.1 Offering Group Presentations

Cooperative learning exercises can also help students improve both oral and written communication skills. Not only does it offer students the chance to work in small groups, thereby reducing some of the pressure, but it also gives them the opportunity to discuss and debate their opinions, taking turns, and work together towards a common goal (Willbrand, 1983). This sharing idea of presentations allows students to feel comfortable and gives growth to language skills. Presenting in front of a class can be a terrifying experience. Most students dread the class presentation, especially if they have not had enough instruction or practice before evaluation. By taking time to teach effective presentation skills before such an assignment, you free the student to focus on the content instead of the “performance.”

2.5.2 Asking Open-ended Questions

Students require more than a one- or two-word response, open-ended questions are vital for stirring discussion and indicating that there are multiple ways to perceive and answer a question. The teacher might set a timer for short informal conversations and challenge students to use open-ended questions (Riecke, 2013). For example, the teacher might show the students the difference in how much more information they can obtain by asking “what did you like best about the song?” rather than simply “did you like the song?” Open-ended questions bring about a sense of curiosity and students learn from making conclusions and linking answers.

2.5.3 Pair Work

Pair-work activities foster collaborative and Cooperative Learning. Dillenbourg (1999) explores various aspects of collaborative learning. He claims: “collaborative learning is a situation in which two or more people learn or attempt to learn something together.” In this kind of learning students develop and share ideas to achieve a specific objective in an activity or class and also give more participation to use the English. Each student empowers the others to participate and give their point of view to build knowledge in the group.

After using this group strategy to learn in communities as teachers need to set up goals, the teacher must define what and how students will communicate, evaluate progress, listen them to make decisions and resolve conflicts. Learners will use a particular strategy with their partners using collaborative learning to face problems such as to remember a new word to communicate the idea during the activities. Regarding Cooperative Learning, Millis (1999) states that it is a “generic term used to describe a situation where students work together in small groups to help themselves and others to learn.”

Pair work oral activities are fun activities for students, but teacher need to research some different techniques to put students into pairs and negotiate. There might be some problems because some students might not want to work with some student. Teachers could foster the work between girls and boys by category taking a paper, asking students to work with the person next to them, low level students with high level students, with a game (rock, paper and scissors) or pick up a number, this like a recommendation at the moment of getting pairs (Cook, V., 2008). Working in pairs provides students with an opportunity to “think aloud” about what they know, and a process for acquiring and reflecting on information. For many students, pair work is a comfortable starting point to practice the skills they will need to participate in larger group.

2.5.4 Discussion

Discussion is perhaps the most natural and effect ways for learners to practice talking freely. Discussions with comprehensive inputs provide opportunity for students to activate the language knowledge they have acquired. EFL teachers should run this core activity in every week and every EFL classrooms (Bygat, 1987).

The students are engaged in a formal/informal discussion/debate activity on an assigned topic. This activity is completely student-led, i.e., students play all the roles (conductor, observer, group presenter, and participating members). It is more fitting to call this activity a "discussion/debate" activity because it includes both group discussions and debates, including a little bit of oral presentation. After the recital, students are given feedback individually. They are also informed about the errors they committed. And they take care of the errors committed in the next performance. In this way they improve a lot progressively.

As with pair work, the strategies for small-group discussion give students the opportunity to develop critical thinking skills, build positive relationships, work cooperatively, and participate actively in their learning. Teacher can put his/her students at ease by modeling effective skills for small-group discussion and by providing many opportunities to practice these skills in a safe environment.

2.6 The Concepts of Oral Communication Skills Test

Oral communication skills test has become popular subject of current research. Oral communication skills test makes the students speak spontaneously so the teachers are able to find out about the students' oral communication performance. Oral communication skills test includes any test of student learning that is conducted, wholly or in part, by word of mouth (Joughin, 2010). According to Hughes (2003), Oral tests serve many purposes. Those purposes are to measure oral communication performance, to test achievement of the objectives of a subject of study, to diagnose learners' strengths and weaknesses and to identify what they do and don't know. Furthermore, he also outlines three general formats for testing oral communication skills, one-on-one interview with an interviewer, paired or group interaction and voice recorded speech (Hughes, 2003).

To strengthen tests of oral communication skills are examples of performance tests, because the student has to produce language and is then rated on that production. Like any performance test, an oral communication skills test can be either a discrete-point test or an integrative test, and can have a number of different formats. A discrete-point test is one that measures, one question at a time, mastery of small bits and pieces of language (Oscarson 2011, p4).

It may, for example, include questions that ask the student to give the names of objects in a picture or to give a particular inflected verb or noun form, or to pronounce two words that constitute a minimal pair (boat and coat in English). An integrative test measures global language ability, i.e., the degree to which a student can put the bits and pieces of language together to perform a particular communicative function.

There seem to be some difficulties when it comes to test of oral communication skills, for example which targets to actually focus on. Learners of a foreign language tend to believe that the native speaker pronunciation is the standard and the one to strive for, and so do many teachers (Luoma 2004, p10). However, in the world of today, there are so many different “standards” of English that it would be very difficult to select only one of them as the standard pronunciation for EFL teaching and test. Moreover, research shows that very few English EFL learners achieve a native-like pronunciation in all aspects even though they are fully comprehensible when speaking (Luoma, 2004). This might not be a problem for EFL teachers since the syllabus for secondary school mentions pronunciation in the core content but not what type of pronunciation that should be the standard, nor are there any specific knowledge requirements for pronunciation and intonation etc.

Furthermore, there are big differences in testing written language and spoken language. Unlike written language, speech usually consists of what Luoma calls “idea units” (2004, 12) instead of complete sentences. The idea units are short phrases and clauses with a simpler grammar than written sentences. This is for the listener to understand the words as they are being spoken in real time. For this reason, Luoma argues that test of speech should be designed accordingly, with specific requirements related to the grammar of speech, and not on the same terms as written language.

Regarding test of oral communication skills, there are some studies showing interesting results on this topic. For example, in 2010 a survey was made that included 605 EFL teachers in Sweden that is teachers of English, to map and investigate EFL teachers’ conceptions of student test principles and procedures. The methods used for the survey were a questionnaire, taken by all 605 teachers, and repertory grid interviews with 20 out of the 605 teachers.

The interviews were conducted to give more specific, but still quantitative, information on the issues raised in the questionnaire (Apelgren, 2011). The survey showed that ‘classroom observation of oral communication’ was the most common test activity, since oral communication is something almost every language lesson covers in some way (Apelgren and Oscarson, 2011). However, observation of oral activities was ranked quite low by the teachers regarding importance of different test types; it was ranked in 11th and 12th place out of 15 types. Furthermore, the survey showed that written assignments and tests are what the teachers primarily rely on when it comes to testing their students’ levels of learning, and that ‘free written production’ is the teachers’ primary choice of testing (Apelgren, 2011).

2.7 Purposes of Testing Oral communication skills

Oral communication skills test is constructed and administered for students of different grade level. High school teachers also construct and administer oral communication skills test for different purpose. The emphasis is on creating harmonious interaction between participants (Richards, 1990). It is possible to add that oral communication skills test is importance to develop student’s communicative competence and interaction in terms of who is to say what, to whom, when, and about what.

Oral communication skills test helps both teachers' and learners to identify the gap of learning and teacher’s instruction. Since test begins in the very day of class, it helps the teachers to change and improve the instruction to meet the students need. It also helps learners to change their learning style to develop their language proficiency (Schunk, 2012).

It implies that oral communication skills test is one of the instruments to assure quality of learning and teachers’ use various teaching style, strategies, and tools and based on the outcomes. Oral communication skills test should be provided to test learning out comes and it provides data for both teachers and students on their teaching and learning to vary the strategies of teaching and learning (Richards and Rennadra, 2002). Tests in general have positive effects on enhancing learning motivation. Oral skill by its nature needs to be judged on the basis of social context, interaction, communication, and integrated skills, all of which can be provided in the classroom context involving peers and a teacher (Canale and Swain’s, 1980).

A daily activity that the students are engaged in role play, and group discussion is the basis of another test that we teachers are facilitators of students learning in preparing direct and real oral communication skills test for students to motivate learning and help students by identifying instructional problem through oral communication skills test and take remedial actions (Schunk, 2012). Skill acquisition develops competence.

It is to mean that students' practice directly the language skills to develop competence, performance and proficiency level since through directly exposed to the language for developing skills and acquire knowledge, ability and testing them directly to find the gap to bring solutions for learning and instructional problems (Schunk, 2012). It implies that assessment is a drive motive for students learning in education and force students to try their best. Oral communication skills test motivates learners to study English language for their day-to-day communication for their education and for their future carrier.

2.8 Necessity of Oral Communication Skills Test

Testing oral communication skills is necessary in skills development because without testing, the process of achieving competence remains incomplete. Testing makes students sincere enough to learn things properly (Fulcher, G., 2003). In countries where English is the second language, students do not get that much opportunity to use their English skills. And even if they get any chance to use, they do not get proper feedback of whether they are using correct English or not. Institutions are the best places to implement what they have learned and where they can be tested and corrected. In our context, it is a common psychology that students learn language to achieve good score in examinations, not to develop skills (Rogers, 2004).

Oral communication skills test is equally important like the other skills. Most teachers would accept that "if you want to encourage oral ability, then test oral ability" (Hughes, 1989). If students know they have to present something or give an oral test in English at the exam and their success in language use will depend on their performance, they will be serious enough to develop their speaking skills.

2.8.1 Oral Communication Skills Test for Classroom Decision-Making

If students' speaking and listening proficiencies were systematically evaluated, it is likely that schools would begin to implement more oral communication skills instruction. One substantial benefit of large-scale test of oral communication skills is that such testing can guide innovation in the curriculum. Indeed, early experience in Great Britain and elsewhere demonstrates that oral communication skills test has a "washback" effect on the amount and kind of speech teaching undertaken in classrooms (Barnes, 1980).

Another benefit of oral communication skills test is that test results can be used to make decisions about the best manner in which to place individual students in instructional sequences. Test procedures that yield micro, rather than macro, judgments can be used for individual diagnostic purposes (Rubin, 1981). For example, students who are tested as having difficulty with fundamental vocal production factors might concentrate on oral reading and presenting, while those whose difficulties lie in the area of organization might focus on developing skills related to organizing and outlining. Students who demonstrate strengths in, say, literal comprehension of spoken materials might advance to instructional units emphasizing more critical listening.

2.8.2 Oral Communication skills test for Programmatic Decision-Making

Oral communication skills tests can also provide valuable information for program evaluation. Because large scale programs of oral communication skills improvement are new to some academic institutions, it is especially important to evaluate their effectiveness and to secure data that will enable these programs to be "fine-tuned" (Rogers and Todd., 2004).

Teacher's effectiveness is best judged with reference to students' performance on oral communication skills. If students are not performance levels in language use, for example, teachers and administrators will recognize that additional test effort needs to be directed to this area. It is worth noting, however, that students' performance can be interpreted as an indicator of program success only when student aptitude and institutional resources the raw materials with which the program has to work are also taken into account (Cheng and Liying., 2004).

Also, student achievement is not the only data that might contribute to program evaluation (Hay, 1992). Attitudinal outcomes, self- and peer-evaluations, are also useful information for this purpose. A recent examination of exemplary models of program assessment in oral communication skills can inform this process for the teacher or administrator (Hay, 1992).

2.8.3 Oral Communication skills test for Certifying Student Competencies

Another use for speaking and listening assessment tests is to certify students as having attained (or not attained) levels or degrees of oral communication competency. Certification in basic skills may be increasingly demanded by standards-based education movements such as Goals 2000 (National Education Goals Panel, 1992). Large scale tests of oral communication skills as a means of certifying students' competencies in basic skills (Litterst and Casmir, 1994).

Hence, the process and results of testing oral communication skills can be of benefit to students, teachers, and administrators. For students, test results can be used for advising, counseling, and placement purposes in addition to ensuring that students have developed the expected and necessary oral communication skills competencies prior to real life (Carter, Ronald and Nunan, David, 2001). For department, test results can be used to revise subject contents and to redirect teaching-learning process. For administrators, test of oral communication skills can be used to improve curriculum structure and resource allocation, and it helps students to acquire the necessary knowledge, skills, and behaviors to communicate competently.

2.9 Content of Test Instruments for Oral Communication Skills

Mead (1982) makes a useful distinction between process knowledge and content knowledge as related to the goal of test. Testing in those areas focuses on the student's level of knowledge and skill acquisition. However, oral communication is a process skill, and, as such, it makes more sense to test the student's performance with speaking and listening than it does to assess the student's knowledge about speaking and listening (Powell, R., 1981). Thus, virtually none of the instruments reviewed in this volume test the student's knowledge of the communication skills. The content of the instruments focuses on skill acquisition and attitude development. Educators usually are more interested in what students do with speaking and listening skills rather than in how much students know about those skills (Cooper, P. J., 1981).

The content of oral communication skills test procedures is varied. One way in which this content can be categorized is in terms of mode of discourse. At the elementary age level, most oral communication skills tasks are either narrative or descriptive. A number of tests designed for nonnative speakers also rely on storytelling. For older native English speakers, greater variety is evident (Huiqin, 2004). The speaking tasks often call for exposition in the form of extended monologues. Other modes of discourse include extended persuasive monologues or simulated persuasive conversations and responses to questions in an interview (Palmer, 2001).

Oral communication skills test procedures can be categorized in terms of communication situations as well. In particular, it is useful to examine the types of audiences that are featured in oral performance tasks. Of course, in all oral skills test students will be aware of the teacher as an ultimate audience. However, in the majority of instruments reviewed, the teacher is the sole audience to whom students speak. It should be noted that speakers do not typically communicate in order that their oral proficiency be evaluated. Indeed, evaluation usually inhibits oral communication skills. To the extent that oral communication skills test procedures offer no pretense for speaking other than evaluation- (Richards, 2001).

2.10 Test Tasks of Oral Communication Skills

A task is an activity which requires learners to use language, with emphasis on meaning, to attain a goal (Bygate et al., 2001). Moreover, Brown (2004) defined that a task is a classroom activity in which meaning is primary; there is a problem to solve; a relationship to real world activities; with an objective that can be tested in terms of an outcome. In the same manner, a task is any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure (Nunan, 1989). Furthermore, oral skills tasks can be seen as activities that involve communicators in using language for the purpose of achieving a particular goal or objective in a particular communication situation (Bachman, 1996).

The emphases in these definitions are on goal-oriented language use, and it is appropriate for test tasks as well as tasks outside test situations. A good task is something that requires a student to show what he or she knows and can do within a given construct, along with instructions and context. The task should be designed to help teachers find out what they need to know about students. Often, an effective test task will be very similar to an effective teaching activity (Luoma, 2004). The test allows the teacher to find out what the students learned from the activity.

Nunan (2004) proposed that tasks are made from different components such as task goals, input content and procedures (the things that learners and teachers will be doing during a lesson), and that these will be supported by roles and settings in which tasks are undertaken. In addition, Candlin (1987) suggested that tasks should contain input, roles, settings, actions, monitoring, outcomes and feedback. Input refers to the content presented for learners to work on (the spoken content that learners work with in the course of completing a task). Roles specify the relationship between participants (teacher and learner roles) in a task. Setting refers to where the task takes place either in the class or in an out-of-class arrangement. Actions are the procedures and sub-tasks to be performed by the learners. Procedure specifies what learners will actually do with the input that forms the point of departure for the learning task (Nunan, 2004). Monitoring refers to the supervision of the task in progress. Outcomes are the goals (the general intentions behind any learning/test task), and feedback refers to the evaluation of the task.

2.11 Nature of Tasks in Oral Communication Skills Test

Mostly oral communication skills cannot be tested without appropriately designed tasks. Test of oral skills needs circumstances to elicit the language point. The task serves as a real situation for the students. It just serves as a springboard and initiate students to start talking. Students make it more meaningful situation when they change it in to action. Louma (2004) stated that the examinees' talk is guided by the task and they also provide the context for it. It means the context of the task attracts the students to be absorbed in to it.

Scholars advised that test tasks of oral skills should incorporate the various types of talk we engage in. Brown and Yule (1983) distinguish four different types of information talk: description, instruction, storytelling and expressing and justifying opinions. Bygate (1987 in Louma, 2004) differentiates between factually-oriented talk including description, narration, instruction and comparison, and evaluative talk comprising explanation, justification, prediction and decision. It is important that all these types of talk are included in assessment procedures.

The test tasks of oral communication skill can vary in line with the basic types of communication. The more the varying of test tasks of oral skills, the higher the chance testing many more micro and macro skills of oral (Brown, 2004). This is because a single task can only use and fit for testing some components of oral communication skills.

2.11.1 The Task has to be Motivating

As (Brown, 2001) motivation is the key factor for success in the classroom. It is some kind of internal drive that encourages somebody to pursue a course of action. If our students understand a goal and if that goal is sufficiently attractive, they will be strongly motivated to do whatever to achieve that goal. On the same line, Harmer (1991) asserts that the development of communicative skills can only take place if learners have motivation and opportunity to express their own identity and tolerate with the people around them.

More to the point, Brown (2001), elaborated that motivation as an essential condition for effective language learning it is the key to success in language learning, such success and satisfaction are key factors in sustaining motivation. If students get good results, they will be more willing to continue participating in class and use the language outside the classroom.

2.11.2 Tasks must be suitable for Interaction

Classroom activities should parallel the ‘real world’ as closely as possible (Clark and Silberstein, 1977). In most instances, oral communication skill is interactive. The test tasks of oral skill need to have fulfilled this quality of the language. Oral skill is generally an active process rarely carried out in isolation, so, it is a natural framework for interaction, i.e., talking to somebody as in real life (McDonough et al., 2013). This quality of the test tasks initiates students to have much more active role either in group work or with his/her teacher.

Bachman and Palmer (1996) suggested that instructiveness is the quality of any task in that students should demonstrate oral communication proficiency through a performance test. The tasks used in such a test should enable students to talk, to participate in a conversation, or to communicate in another context that exists in real life. Scholars have argued that carefully structured interaction between students contributes to foreign language learning.

Nunan (1989) suggested that group work increases the quantity and quality of student talk, individualizes instruction, promotes the acquisition of language skills and creates a positive affective climate in the classroom and increase student motivation. To wind up, test tasks of oral communication skills have to create opportunities for students to interact or involve like the real-world conversation.

2.12 Types of Tasks in Oral Communication Skills Test

The primary purpose of using tasks for test of oral communication skills is to give students opportunities to use language freely to express their meanings. Tasks increase the quality and quantity of the interaction of students while they are doing tasks in different circumstances. Nunan and Carter (2001) advised to vary the tasks nature depends on the students' maturity level. For students, whose needs can be clearly defined, it is certainly possible to offer pedagogic tasks which relate immediately and directly to real world tasks. On the other hand, to lower-level students it is necessary to devise tasks which will build up gradually to something which reflects more directly the complexities of the real world. It is possible to say that the test tasks of oral skill have to move from authentic to non-authentic based on students' language competence, age and grade level.

2.12.1 Information-gap tasks

Information-gap tasks are tasks in which one student or group of students has one set of information and another student or group has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity. It involves a transfer of given information from one person to another or from one form to another or from one place to another. One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it verbally to the other (Nunan, 2004).

2.12.2 Reasoning-gap activity

This activity involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns (Carter, 2001). The activity necessarily involves comprehending and conveying information, as an information-gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning this connects the two.

2.12.3 Decision-making tasks

Decision-making tasks in these tasks students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion (McDonough et al., 2013).

2.12.4 Questions and answers

Questions and answers are activities which are based on the notion of creating an information gap by letting learners make a personal and secret choice from a list of language items which all fit into a given frame (e.g., the location of a person or object). The aim is for learners to discover their classmates' secret choice. This activity can be used to practice almost any structure, function or notion.

2.13 Methods of Testing Oral Communication Skills

2.13.1 Direct Oral Communication Skills Test

In order to help our students in using the target language, teachers exposed the students to use the language in the class room. It entails that language skills should be tested using the test that measures what it intends to measure directly. To test oral communication skills, students should be involved in language practicing speaking directly. Techniques for testing oral communication skills like question and answer and conversation practice. The task can be various but the students must really use English language for oral communication skills test instead of assessing students about knowledge of language which is structure (Freeman, 2000).

This implies that to measure students' performance of oral communication skills; we must move to oral communication skills test of student-success focused culture of test for learning. Oral communication skills test can help learners build self-confidence and motivate students to make further progress and development of oral communication competence (Heaton, 1975). On the principle of testing oral communication skills, there are oral communication skills test that teachers construct for their students. These include imitative oral communication skills test make learners simply imitate words, phrases and sentences to retell. Intensive types of oral communication skills test help learners to show their competences these include communicative, social, linguistic, and language competences and others included in oral communication skills test.

Students need something as a stimulus to give response that means they may be given picture to describe it or they may be asked to answer questions or have task to present orally about an issue and it help students to use the language and to be creative as it develops the students critical thinking. Scholars explain about testing of speaking (Gasparro and Judith, 1983). Modern testing of oral communication skills draws on competence models that accept the view that speaking does not happen in a vacuum but that it is a real-life process, co-constructed between participants talking in specific contexts and situations (Fulcher, 2003).

2.13.2 Indirect Oral Communication Skills Test

The other method of test is indirect test Hughes argues in favor of indirect test that the possibility of representative sample. As he points out, this may result in more precise evaluation of one's skills. However, he also makes the reader aware of the fact that the connection between the indirect test item and the skill that is to be assessed tends to be rather weak in strength and uncertain in nature. That means the ability to speak cannot be guaranteed or ability to pronounce words correctly because there is, of course, more to being able to speak. We have got the consequence that is incapable of speak English (Hughes, 2003).

2.14 Roles of Teachers in testing Oral Communication skills

Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 2004). Essential roles are expected from English Language teachers to test oral skills of their students. Even if the students must play the lion's share of roles performed in the test of oral communication skills, EFL teachers have irreplaceable roles.

Students are the actors of the play while the teachers are the director of them. The director has to settle the stage for the actors so that they can play as she/he expected of them. The same is true for test. The teacher has to direct the students in line with the objectives of the test. This implies that teacher roles and learner roles are two sides of a coin (Nunan, 2004).

Giving the students a more active role in the test of oral communication skills requires the teacher to adopt a different role. According to Breen and Candlin (1980) the teacher has three main roles in the communicative classroom. Firstly, she/he acts as 'a facilitator' of the communicative process. Under this role, the teacher has to prepare, select or modify proper tasks of oral skills that align with the test objectives.

Secondly, she/he acts as 'a participant' so as to encourage and help students to negotiate for meaning. Thirdly, she/he acts as 'an observer and learner' so as to identify the gaps of students and fill it with relevant feedback to them. In other saying, the teacher acts as a resource, advising students about their decisions, directing them to relevant materials, and providing feedback on progress. The nature of oral communication skill and its test needs the students to play a more proactive role. In this case, the teacher acts as a 'scaffold' providing a supporting framework for the students who is struggling to express him/her. Teachers are not expected to be over directive and dominant role player in test of oral skills. This is because the ones who are assessed are the students not the teachers.

2.15 Giving Feedback for Oral communication skills test

Teachers construct and administer the imitative, intensive, extensive, interactive and responsive tasks listed under principles of testing oral communication skills to test students' oral communication skills. Students should receive helpful feedback which will allow them to improve the quality of their language use.

Giving feedback is relevant for successful acquisition of skill, especially in oral communication skills test since it is a support for both teachers to improve teachers' instruction and learners to identify the students' strength and weakness; generally, for the improvement of the teaching-learning process ongoing correction has positive effect (Ur, 1999).

Giving feedback in oral production stating that ideally when giving feedback in oral production it should not be at the moment of the speech (for example correcting fluency), because even if sometimes it can be helpful and of course there are moments that deserve correction, most of the time it would be distractive. It indicates that mistakes are parts of learning. So, providing correction soon after the student's mistaken speech can do nothing for the student's language progress because it is not natural way of language acquisition (Johnson, 1995). Teachers work for students' success to learn the target language by providing comprehensible input (Krashen, 1982).

2.16 Challenges EFL Teachers' Face in Testing Oral communication skills

In reality, not all of the English teachers in the secondary schools are fully aware in the implementation of proper testing oral communication skills in EFL classrooms. This is because ELL students come from very different backgrounds and often face multiple challenges in the classroom. To complicate matters further, teachers lack practical, overcrowded classroom, lack of attitudes on testing oral communication skills and strategies needed to access ELL students. Other challenges are lack of interest and self-confidence to take oral communication skills test appropriately. Teachers also expressed frustration over the wide range of English language and academic levels and the fact that they received little professional development or in-service training on how to access testing oral communication skills in EFL classrooms.

In most English language classrooms, especially in English as a foreign language the teachers are often faced with the daunting task of getting the learners to overcome their anxiety to do oral communication skills testing the target language (Munoz, et al, 2011). According to William and Thomson (2007) three major challenges that contribute to this are culture related challenges, linguistic related challenges, and affective challenges. Anxiety, often linked to feelings of uneasiness, frustration, self-doubt, apprehension or worry, affects the English foreign language learners significantly.

2.16.1 Grammar

Teachers and students sometimes think that grammar must be mastered in every situation rather than oral communication (Kendari, 2015). However, when speaking, not every word, sentence or a phrase has to be grammatically correct. When learners are forced to use grammar exactly as they have been taught, they feel afraid of committing grammatical errors, reason why, students prefer not to speak. The study carried out by Sasan Baleghizad, Mohammad Naseh Nasrollahi Shahri (2014) pointed out that persistent grammar correction when speaking does not allow the speaker make progress if it does not come with a clear explanation of the principles the corrected instances stemmed.

2.16.2 Pronunciation

The word pronunciation plays a major role to accurate language. English language has been long considered by either native speakers or non-native speakers as a difficult language because of its pronunciation. Most students try to improve their oral communication skill in EFL through practicing pronunciation. They should be aware of the different sounds and their features and their place in the mouth; they have also to be aware of where the words should be stressed, also when to use raising intonation and when to use a falling one. To support this idea, Redmond and Vrchota (2007) argue that "it is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood". Therefore, if the pronunciation is not correct, the speakers then will not be understood and therefore accuracy is not achieved.

Having a bad pronunciation affects a lot the production of meaningful communication, which means if a student has a poor pronunciation, it will be difficult for his listeners to understand him, and this will lead to the student being afraid to speak again due to fear of pronouncing badly (Kendari,2015). Their difficulty to speak is also evidenced when pronouncing English words, not so much because the sounds are so different or they do not have the sounds in Spanish but because they often pronounce English phonetically like Spanish, for example, the /st/ Street, or occlusive sounds. Their intonation is also often 'flat' as English is a stress-timed language and Spanish is a syllable-timed language (Thadphoothon, 2017).

Therefore, learners needed a lot of exposure to spoken English to get a better pronunciation and a better speaking skill. Poor listening practice withdraw valuable aspects of a conversation since it means not only listening, but also understanding and responding. In a conversation, both or all the subject will play the roles of listeners and speakers and it much depends on how much you understand to be able to contribute to the conversation.

2.16.3 Discourse Competence Difficulties

It concerns to the ability of interpreting every verbal and nonverbal elements of the message (words, gesture, and intonation), of the message and how they work together to fulfill the entire purpose of the message.

In this case, students must use language appropriately considering the social context. For example, they need to know how to recognize the topic, the words, attitudes and moment to speak cohesively and coherently when they cannot do it, conversation cannot flow and a there is a total disconnection of speakers.

2.16.4 Strategic Competence Difficulties

It refers to the interaction and the ability to manage interruptions or failures when speaking with another person and how to react immediately. One example is when you do not know the topic of conversation; you may manage linguistic competence very well (grammar, vocabulary and pronunciation) however, the conversation will not flow due to the lack of knowledge of the topic.

Finally, these factors are related to what it is known as communicative competence refers which implies knowledge in the four areas, which are grammar competences, sociolinguistic competences, discourse competences, and strategic competence. Sadly, most schools place their focus on linguistic competence and that is one of the reasons why students are somehow good at reading and writing but have problems to reach the Communicative Competence.

2.16.5 Lack of Motivation

Motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preserves (Littlewood, 1984, p.53). Motivation plays an essential role in speaking skill because it gives students the power to produce and show their thoughts during the course.

In contrast, the lack of motivation is another psychological factor on which students cannot obtain what they want in their oral class because their teachers may not give them the opportunity to be free to speak during their oral classes and practicing activities (Luoma, S., 2004).

Motivation is a key element that helps students in the learning process of English language is motivation. It determines if the student will make the most of the subject or if he/she will not be prone to learn. Among the reasons why students' motivation decline is the lack of goals, the do not see English like a tool to better their future provoking a total disinterest to learn (Hedge, T., 2000).

When a student is motivated, he/she will be willing to devote time, effort and everything required for effective learning and use of the language. Some of the causes why students lose motivation is due to different priorities academic or personal, as well as, uninspired teachers; boring teaching techniques, and inadequate material. Hence, it is essential that teachers search for ways to stimulate learning turning it into an enjoyable experience for both teachers and students.

2.16.6 Language Anxiety

Anxiety is a general phenomenon experienced by majority of EFL learners effecting both language and educational achievements. Horwitz (2001) believes that anxiety is perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education. Speech anxiety or apprehension is a part of broader concept of language anxiety.

Horwitz and Cope (1986) suggest that language anxiety has three components: communication apprehension, test anxiety and fear of negative evaluation. Learners who demonstrate anxiety or communication apprehension feel uncomfortable when required to communicate orally in the target language in front of others. Students who experience test anxiety consider oral production as a test situation rather than a chance for improving communication skills (Tesiakides, 2009). Learners who exhibit fear of negative evaluations deem errors as a danger to their image not as an accepted part of learning process. As a consequence, they are silent and do not participate in activities in ESL classroom (Ely, 1986).

Nervousness and worry about an anticipated event are clear signs of anxiety (Tuomainen, 2017) Students usually feel this when they deal with oral presentations, quizzes and they are conscious they do not have good preparation. Tuomainen mentions that there are three basic reasons why students may face anxiety when speaking: skill deficit, the cognitive self-evaluation and the results of evaluations. These three aspects, respectively, are related to the lack of knowledge and practice in some linguistic competences.

The second one deals with poor evaluation of themselves, they just think they cannot do it, that they are going to fail and, in fact, they fail which takes them to frustration because of the unwanted experience. As a result, students do not want to repeat the experience causing anxiety for themselves and the rest of the group. Finally, the results of evaluations are important for them. Passing the exams is sometimes the only reason for them to stay in the class and fear of failing takes them to the highest point of anxiety preventing them to speak at the time they have to (Tóth, 2011).

Anxiety makes language learners frightened and shakes their confidence which results in avoidance and withdrawal from speaking activities in EFL classes. McCroskey (1984) found that if students with high speech anxiety are given the opportunity to choose their subjects, they would probably prefer those subjects where speaking skills are not focused. High apprehensive language learners cannot organize his/her speech properly and deliver confidently which makes them reticent and shy. They think about the anticipated threat rather than selection of words and organization of ideas.

Malimabe, (1997) believes that whenever a student with high levels of anxiety tries to engage himself/herself in oral communication he/she becomes irrelevant at times and prefer to be in a large, rather than in a small group asking no question in the class. Since EFL learners' thinking process is infected by fear and uneasiness when they speak, it also effects both content and manner of the message they want to convey in the target language.

Zheng (2008) claims that anxiety influence both speed and accuracy and its arousal can impact even the quality of communication output as the retrieval of information may interrupted by the 'freezing-up' moments that students encounter when they get anxious Richmond and Falcoine (1977) discovered that learners with high levels of anxiety were predisposed to have poorer self-esteems than students with low anxiety which in turn affects academic success negatively. Students, who participate in classroom discussion, usually get more attention and welcoming treatment from the instructors but shy students are considered back-benchers and dull. McCroskey and Daly (1976) concluded that anxiety makes EFL learners frightened and shakes their confidence which results in avoidance and withdrawal from speaking activities in EFL classes.

2.16.7 Lack of self-confidence

Self-confidence is one of the factors which play the important role in determining the learners' willingness to communicate of the oral skill (Utama et al, and Dornyei et al., 2013). Self-Confidence is the crucial part in the oral skill, because that can give enthusiasm, brave and stimulation to the learners. Because that if the learners have high self-confidence, they will be achieve the best performance in speaking skill fluently.

In communication play, self-confidence has an important role, exactly in the learners' willingness to communicate. Because that, self-confident give an effect to their abilities. High self-confidence can be positively correlated with oral performance (Heyde, 2004). Therefore, student who has higher self-confidence than the other students can communicate well. So, they have the oral communication ability in English are better than the other students. That can be supported by the statement that situational self-confidence in communication plays an important role in determining the learners' willingness to practice oral communication skills (Lee and park, 2004).

Confidence consists of being sure about what one knows and can do with knowledge (Conwell et al., 2000). Students lack confidence because they do not know that everyone has strengths and weaknesses and instead of focusing on what they can do, they will focus more on their weaknesses and will prefer to remain silent even though they have many ideas, opinions or questions to say or express. Some causes why students have problems with their confidence is because their ability to speak English is very poor. Many students think that they cannot speak English because their English is bad (Cherifa, 2016).

Besides, students lack confidence when teachers do not stimulate teach (Brown, 2000). In this context, teachers must try to create an atmosphere of self-reliance so the students can achieve a good result in their learning. They must convince students that they have the ability to learn, speak and master the English language. Unless students develop the confidence to use the target language to communicate their meaning or ideas, they could not feel secured whenever they are to speak in front of the others in a class.

So, if students give sufficient opportunity to apply and exercise their knowledge of the language their various classroom oral interactions they would gradually gain and build in the confidence to speak out freely in English.

For Shumin (1997), some of the reasons why some students fail to speak English fluently and confidently are: Sometimes extreme anxiety occurs when EFL learners become tongue tied or lost for word in an expected situation, which often leads to discouragement or a general sense of failure... some students are concerned with how they may be judged by others.

They are very cautious about making errors, fear of making mistakes could be the reasons for their inability to speak without any hesitation. As indicated, students may feel insecure, and become psychologically affected as they attempt to express their ideas especially in front of their classmates. That is to say, students lack self-confidence they may be worried about making mistakes or errors or may be concerned about their own status in the eyes of others. As a result, they may utter disorganized ideas or even become speechless (Freeman, L., 2000).

2.16.8 Shyness

When a person, a student, in this case, faces a new situation such as making small talks, dating, dealing with conflicts and they denote anxiety, withdrawnness means that he/she is a shy person (Henderson et al., 2014). Many students may face shyness when they want to communicate orally in English causing a non-pleasant experience in their learning process. When this happens, it prevents them from making progress at the time of getting the desired fluency. When shy students have to use the target language in front of others thinking that they will commit many mistakes so, they usually stay silent and their mind goes blank, and forget what they had to say (Juhana, 2012). This can be uncomfortable and frustrating and their classmates just make fun of them which worsen the situation.

2.16.9 Lack of adequate vocabulary

In order to achieve good oral presentation, EFL learners need at least to choose the appropriate string of words they may use them in their speaking. Thornbury (2005) says, "Spoken language also has a relatively high proportion of words and expression". However, learning the target language needs a time in order to acquire knowledge of the daily life vocabularies that are very interesting. Also, "vocabulary is the only instrument on which we can construct a speech" (Ur, 1996). In this area, EFL learners cannot participate in the classroom discussions.

It is also pointed out by Ur (1996) as "we often hear learners complain that they cannot think of anything to say; that have no motivate to express themselves beyond that they should be speaking." This indicates that due to lack of adequate vocabulary, students can have nothing to say; and they will be demotivated to speak in the target language.

2.16.10 Mother tongue use

No one can deny that the mother tongue is the first instrument for expressing thoughts and ideas and it may have a double impact on the acquisition of any foreign language. Learners use their mother tongue due to many possible reasons such as lack of vocabulary, timidity, Anxiety, etc. This may affect, in a way or another, the practice of learners' oral communication skills.

According to Brumfit (1984), using mother tongue can be a problem in developing oral communication skills of the students' foreign or second language especially, in classes where all or a number of the learners share the same mother tongue. Students may tend to use it, because they feel that is difficult and unnatural to speak to one another in a foreign language.

2.16.11 Lack of Teaching Materials

A wide variety of materials have been used to support communicative approaches to language teaching. The advocators of communicative language teaching view materials as a way of influencing the quality of classroom interaction and language use. According to Larsen Freeman (1986), adherents of the communicative approaches advocate the use of authentic language material. The use of authentic materials with the lower-level class is to use regalia that do not contain a lot of language, but about which a lot of discussion could be generated."

Testing is made practical when there is a wide use of teaching and testing materials. The availability of different kinds of instructional materials facilitates the teaching learning process directly related with testing. Each instructional material has its own contribution to make a change in the learners' behavior. Furthermore, teaching children with the help of audio-visual aids results in effective teaching, because it provides excellent opportunity for increasing their acquisition of language. In supporting this idea, Candlin (1981) indicate that , "if the purpose of English teaching is to enable the language learner to understand communication in all its modes as a way of priming his own utterances, it is no longer sufficient only to reproduce written texts in a course book. We have to bring in audio-visual means of communication so that the entire learner's interpretive and expressive abilities can be developed."

2.16.12 Inhibition

Inhibition is when learners try to participate and show their ideas during the session, but they found a lot of subtasks which stop them to do so. Littlewood (1999, p. 93) suggests that "it is too easy for a foreign language classroom to create inhibition". In the same context, Ur (2000, p.111) claims that "learners are often inhibited about trying to say things in an English foreign language in the classroom.

Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts". This view is supported also by Bowman et al. (1989) who argue that in teaching and learning speaking teachers are asking their learners to express themselves in front of the whole class. This leads many of them to experience the stress when doing speaking activities. As a conclusion, stress is a factor that also can stop the students from oral skills confidently in front of their classmates.

2.17 Empirical Review

Some overseas and local researches have been conducted on oral skill assessment. One of the researches was conducted by Lee (2010) conducted a research current practice of classroom oral skill assessment in Secondary Schools in South Korea. The result indicates that in Korean middle schools had a strong tendency towards traditional testing, the primary purposes of assessment were for summative evaluation and accountability requirements; that the speaking assessment tasks presented controlled features such as preplanned responses and less involvement of interpersonal exchanges; and that teacher feedback mainly took the form of marking scores.

The other researcher is Sook (2003). The study was on practical constraints. The method was qualitative the instruments were questionnaire and interview. The study found that the speaking assessment tasks used by Korean Junior Secondary School English teachers were: those which gave the students less psychological burden; were time-saving and designed for the convenience of construction and administration; did not demand the teacher to take the role of an interviewer.

As well, the study found that when assessing the speaking skills of their students, Korean Junior Secondary School teachers were not concerned with the validity and reliability of their assessments. Nor were the teachers equipped with an adequate theory of speaking assessment. As a consequence, the teachers had little confidence in conducting speaking assessment. The study revealed the practical constraints of the Korean context which affected the assessment of oral skill in the EFL. Participants reported such constraints as large classes and time-consuming, excessive work in addition to face-to-face classroom teaching, lack of training in conducting speaking assessment, lack of effective and efficient assessment instruments, and difficulty in eliciting students' responses.

Dario J and Janneth A., (2020), conducted on a comprehensible overview of EFL students' drawbacks to produce oral communication. Results determined that learners face many problems in producing spoken language due to cognitive and social difficulties.

Lana Hussein Ahmed Shehata and Abd Majeed Eltayeb Omer (2018), conducted their study on Effective techniques used by teachers to improve English oral communication skills in Sudanese secondary schools. The results are used to answer the study questions and to verify the hypotheses. The study comes out with some important results that include using some specific techniques to develop oral communication have a significant positive impact on the students' language performance, the effective techniques followed by teachers to develop English oral communication skills result in positive attitudes towards learning English language, and teachers are aware of the importance of oral communication in teaching and learning English.

Demirtas (2016) studied the Effect of "Dogme" strategy on developing oral communication Skills for English Language Teachers. The experiment group achieved higher scores on the post administration of the oral communication test than those of the pre administration. Thus, "Dogme" strategy had a positive result i.e. a large effect size of (0.99) on developing English language teachers overall oral communication skills and also large effect sizes of (0.98), (0.98) and (0.96) on the three main communication skills listening, speaking and interaction. Moreover, "Dogme" strategy motivated teachers to get involved in the learning process, express the ideas they generated freely, and come out with new ideas of unique thoughts as was joyfully reported by the experiment group teachers after the experiment.

Dr. Laureta Vavla (2013) conducted on learner's perceptions of oral skills assessment in EFL classrooms in Albania University. The findings stated that EFL learners has negative attitude towards oral skills assessment and their usually interests were to take grammar and other skill assessment rather than oral skills. But the current study was conducted on EFL teacher's perceptions and practice of testing oral communication skills in secondary school level.

Ririn Rianingsih (2015) conducted on EFL teacher's strategies in overcoming students' difficulties in speaking skill assessment at Cirebon Secondary Schools, Northern coast of the Indonesian. The findings revealed that EFL teacher's use debate, role play, prepared talks, interview, games and brainstorming. It was also found out that the teacher strategy in overcoming students' difficulties in speaking assessment at Cirebon secondary schools has good impact to the student's response.

Negash Desta (2011) conducted on Causes for and prevalence of EFL anxiety on the practice of testing oral skills in Tigray regional state Eastern Zone Irob Wereda in Dawhan preparatory School. The participants were 96 grade 11 and 12 students 2 teachers 6 student's semi - structured interview and class room observation. Qualitative description was utilized. The result revealed that the cause of anxiety was fear of negative evaluation, in appropriate topics given for discussion, and poor background.

Park & Lee (2005) examine the relationships between EFL learners' anxiety, self-confidence and oral skill performance. The participants of their study were one hundred and thirty-two Korean college students who enrolled the English conversation classes. The results of their study indicated that learners' anxiety level was negatively related to their oral skill performance.

Tanveer (2007) investigated the factors that cause language anxiety for EFL learners in learning oral skills and the influence of anxiety on communication in the target language and his result is similar to what Park & Lee (2005) figured out. The findings suggested that students' feeling of stress, anxiety or nervousness may impede their EFL learning and performance abilities. He cites that "the higher the anxiety, the lower the oral skill performance".

MacIntyre, Clément, Dörnyei, & Noels (1998) studied the effects of self-confidence on oral skill performance. The results of their study showed that the learners' willingness to communicate was determined partly by their self-confidence. Park & Lee (2005) also examined the relationships between EFL learners' anxiety, self-confidence and oral skill performance. They reached a conclusion that self-confidence affected significantly on EFL learners' oral performance. They stated that if the learners were more confident, they would have better oral skill performance.

Jabesa Deresa (2020) conducted on "English Language Teachers' Perception and Practice of Teaching Speaking Skills in EFL Classes: The Case of Bora Secondary School". The findings indicate that teachers did not implement what they perceived into practice. Hence paying less attention to the teaching of oral language, not promoting peer teaching and self/peer-correction of oral errors, not giving spoken exams, and typically using of local languages in English classes were the problems.

Testing and teaching the English language skills are two inseparable activities in the teaching-learning process. In other words, testing as an educational activity should not focus on a single language skill. Testing is an integral part of teaching and learning, and in fact, it serves as a bridge between teaching and learning of basic language skills (Brindley, 2001). He, concluded that all EFL skills should be equally assessed. But no one conducts a descriptive study on EFL teachers' perceptions and practices of testing oral communication skills and the challenges they face in Dawuro zone secondary schools.

Chapter Three

3. Research Design and Methodology

3.1 Description of the Study Area

The study was conducted in general secondary schools of Dawuro zone, South Ethiopia. Dawuro is a zone in the Ethiopian Southern Nations, Nationalities, and Peoples' Region (SNNPR). Dawuro is situated 165 kilometers away from Jimma town, 550 kilometers from Addis Ababa, the capital of Ethiopia and 275 Kilometers from Awassa town, the capital of SNNPR. Dawuro shares boundaries with Konta Special Wereda in the west, Jimma zone (Oromiya Region) in Northwest, Hadiya and Kambata-Tambaro zones in northeast, Wolaita zone in east and Gamo-Gofa zone in the southeast. The capital town of Dawuro is Tarcha.

The first secondary school was established in 1980 and called Wakka General Secondary School. Before the foundation of Wakka General Secondary School, Dawuro people attended a secondary school program in Jimma. Currently, Dawuro zone embraces 47 general government secondary schools and two private secondary schools. In 47 government general secondary schools, there are 217 EFL teachers (Dawuro Zone Education Department Report, 2013).

3.2 Research Design

This study employed a descriptive research design that combines both quantitative and qualitative methods. The quantitative method and data analysis was used for a statistical recording and measuring of participants' responses. On the other hand, the qualitative component provides different types of data; investigating participants' perceptions in-depth that help to enrich and to explain the statistical results (Creswell & Plano-Clark, 2011). In other words, the quantitative method allows the researcher to establish a relationship between variables, but it is often weak when it comes to exploring the reasons for those relationships among variables. So, the qualitative method was used to explain the factors underlying the broad relationships that is be established (Punch, 2005) or qualitative procedures provide means of accessing non-numeric facts about the actual people the researcher observes and talks; qualitative techniques allow researchers to share in the understanding and perceptions of others and to explore how people learn about and make sense of themselves and others (Creswell, 1998).

The researcher used both quantitative and qualitative methods to maximize the chance that the data capture the complexities of the issue. The rationale to use mixed research methods was to triangulate data on perceptions and practice of testing oral communication skills.

3.3 Populations of the Study

The target populations of this study were EFL teachers in Dawuro zone general secondary schools. There are 217 EFL teachers in 47 government secondary schools of Dawuro zone. Due to its wide scope, the researcher used 19 senior general secondary schools. Out of 47 secondary schools there are 108 teachers in 19 general secondary schools.

3.4 Sample size and Sampling Technique

The sample size of this study is EFL teachers in Dawuro zone general secondary schools. According to Dawuro zone Education office report, currently, there are 47 government general secondary schools with 217 EFL teachers. It is unbelievable to cover all 47 secondary schools in this study.

The researcher sampled 19 senior secondary schools through simple random sampling technique. There are 108 EFL teachers. The researcher employed all 108 teachers in 19 senior general secondary schools because the number of teachers in sampled schools are limited in size and manageable.

3.5 Data source

3.5.1 Primary data sources

The primary data source was English as foreign language teachers.

3.6 Data Collection Instruments

Researchers may employ a variety of techniques or tools depending on the research topic, theoretical approaches and the type of data they wish to work with. The choice of data collection instruments is also contingent on the research questions and aspects of the research which are of interest to the researcher. To collect reliable data for this study, questionnaires, interviews, and classroom observations were used as data collection tools.

3.6.1 Questionnaires

The researcher used questionnaires as a data-gathering tool to explore EFL teachers' perceptions and challenges in testing oral communication tests. The questionnaire was prepared in English as the researcher believes that the respondents could understand the questions. Accordingly, excluding demographic information of the respondents', 36 close-ended questions were prepared. The close-ended questions were preferred by the researcher as they are relatively objective, tabulate and analyze (Yalew, 2004). The questionnaire was prepared in five Likert scales (for example; strongly agree, agree, undecided, disagree and strongly disagree) (always, often, sometimes, rarely and never). Likert scale was preferred because it enables the respondents to choose one opinion from the given scales that best aligns with their views (Koul, 1984).

The questionnaire has four parts. The first part presents the demographic characteristics of the respondents. The second part reveals the perceptions of teachers about testing oral communication skills. The third part presents practice of testing oral communication skill and the last part question involves the challenges that EFL teachers face in testing oral communication skills. The questionnaire was distributed to 100 respondents. To administrate and collect questionnaire to 100 EFL teachers in sampled 19 senior secondary schools.

3.6.2 Interview

Interviews are useful to get in-depth information that may not be easily secured by the questionnaire (Yalew, 2004). In this study, a semi-structured interview was prepared and used to triangulate the data that was gained from the other instruments. The interview was prepared in English language because respondents were familiar with language used in this study. It was employed in a systematic and consistent order. A semi-structured interview was preferred by the researcher as they permit greater flexibility and much freedom to talk about the problem under investigation (Yalew, 2004).

Six interview questions were developed to collect data on perceptions of testing oral communication skills, practice, tasks used to test oral communication skill, important of testing oral communication skill, challenges that hinder the practice of testing oral communication skill and the possible remedies to solve challenges of practicing oral communication skill test.

The interview was conducted with 8 EFL teachers individually. The researcher used a tape recorder for recording the responses easily and to eliminate the omission and distortion of responses in the interview.

3.6.3 Observation

From the three data collection tools were used in this study, observation was one. Observation was employed to collect additional data on the practice of testing oral communication skill and that was event sampling with checklist included 14 items based on the principles of EFL oral communication skill test (Brown, 2004) with options (5=highly observed, 4=observed, 3= neutral, 2= somewhat observed, 1=never observed) required tick mark to be entered next to each statement each time. So, the researcher employed two secondary schools and observed continuously for four weeks. Eight different teachers were observed or four teachers from each secondary school were observed. Consequently, the observation helped the researcher to get the actual practice of testing oral communication skill and to answer the research question “How often do EFL teachers practice testing oral communication skills”? Again, the researcher observed the tasks practiced in EFL classroom to test oral communication skill.

Hence, if the observed teacher scored above the mean 3, there were attention and practices of testing oral communication skills and the teachers provided attention to the practice of testing oral communication skills in EFL classes. On the other hand, if the observed teachers scored below the average 3, there were no attention and a little practice of students EFL oral communication skills test.

3.7 Procedures of Data Collection

For this study, the researcher followed series of data gathering procedures to collect data. First the researcher prepared a questionnaire, a semi-structured interview guideline and a classroom observation check-list. Next, comments and suggestions were collected from advisors. Then, the instruments were piloted in newly general secondary schools at Essera woreda Dawuro zone after involving all modifications based on the feedbacks of my advisors. Questionnaire was adapted and its reliability was calculated in Crombach alpha in order to check the appropriateness of the instrument in the current research by applying SPSS V20. The reliability indicated .687 and .705 for perception and practice respectively.

The reliability with Crombach alpha was ranged based on (Hinton et al, 2004). Hinton et al have suggested four cut-off points for reliability, which includes excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-0.70) and low reliability (0.50 and below).

3.8 Reliability and Validity Checks

Pilot test of the instruments was done before launching into the actual investigation. The purpose of the pilot test is, to check whether the responses fulfilled the objectives of the study; to determine the extent to which the questionnaire promote an appropriate relationship with respondents; and to check whether or not the respondents understood the instruments (Yalew,2004, p:175). It is possible to conduct pilot test in study area because all schools and EFL teachers were not included in the study expected senior general secondary schools. Therefore, to conduct pilot test the researcher used three secondary schools EFL teachers in Dawuro zone Essera Woreda. To assure the face validity of the instruments, the researcher secured feedbacks from teachers.

The content validity of the instruments was confirmed by preparing a sufficient number of questions, which included all objectives of the study. Besides, the return rate of the questionnaire was checked. Finally, the instruments were modified based on the feedback of the pilot test. Triangulation of the data gathering tools was executed by using interviews and classroom observation.

3.9 Method of Data Analysis

The study employed descriptive statics to analyze the quantitative data using frequency, percentage and mean (each item mean and grand mean were calculated) used in SPSS Version 20. Data have been collected by survey must be translated in a form of appropriate computer analysis (Fowler, 1994). The mean scores were used to interpret data gathered through a questionnaire. The researcher used mean value to determine the relationship between perception and practice of testing oral communication skills.

In order to show the direction of relationship between perception and practice, there are two directions of the relationships that are positive and negative, so the current study used to indicate positive direction of the relationship between perception and practices of teachers EFL oral communication skills test (Yalew, 1998).

Finally, the data to be gathered through interview and classroom observations were presented and analyzed qualitatively based on themes to supplement the data gathered through close-ended questions in a questionnaire. Which means qualitative data was analyzed thematically. The data containing the same idea and theme selected together for the analysis of qualitative data. After all, analysis in qualitative research is a process of successive approximation toward an accurate description and interpretation of the phenomena (Wiersma, 1995). Triangulation of the data was made side by side.

CHAPTER FOUR

4. DATA ANALYSIS, PRESENTATIONS AND DISCUSSION

4.1 Introduction

The objective of the current study was to assess EFL teachers' perceptions and practices of testing oral communication skills and challenges they face: at Dawuro zone general secondary schools. To achieve its objectives, three data gathering tools (i.e., questionnaire, classroom interview and observation) were used. Pilot study was conducted with 10 EFL teachers. The reliability of perception and practice items were calculated. It was 0.687 and 0.705 respectively.

In the current study, 108 EFL teachers were participated. Questionnaire was administered with 100 EFL teachers. Out of 108 teachers the researcher conducted interview and classroom observation with eight different teachers in two different secondary schools.

4.1 EFL teachers' Perceptions of Testing EFL Oral Communication Skill

In this section five Likert scales (strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5)) questions were prepared. The total weights of items were 12.

Table 1: EFL Teachers' Perception concerning testing EFL Oral communication skill

No	Items I believe that:	descriptive statistics (frequency and Percentages)					
		1	2	3	4	5	mean
1	oral communication skill test is as important as testing other language skills, vocabulary and grammar in EFL classes.				83/83%	17/17%	4.17
2	oral communication skill test provides opportunity for students to use the target language in a language classes.				63/63%	37/37%	4.37
3	EFL oral communication skill test should have criteria and students should be aware of it				78/78%	22/22%	4.22

4	testing oral communication skills helps an EFL learners' to take responsibility for their learning				65/65%	35/35%	4.35
5	testing oral communication skill in EFL classroom helps students to foster their learning				72/72%	28/28%	4.28
6	testing oral communication skills as any other language skills test help to develop students' language competence				57/57%	43/43%	4.44
7	testing oral communication skill in EFL classroom helps to develop students' speaking skills and self-confidence				74/74%	26/26%	4.26
8	Testing oral communication in EFL classroom helps learners to use the language in their education, day to day communication and future careers.				65/65%	35/35%	4.35
9	testing oral communication skill in EFL classroom is a difficult task for the teacher but it has positive effect on students' success				74/74%	26/26%	4.26
10	Prepare oral communication skill test and provide opportunity for students to speak			3/3%	70/70%	27/27%	4.24
11	students' oral communication skill should be assessed in EFL classroom based on minimum learning competences			1/1%	75/75%	24/24%	4.23
12	Students' oral communication skill should be tested continuously as other skills.			1/1%	71/71%	28/28%	4.27
<i>Average mean</i>						4.28	

It was analysed by adding agree and strongly agree for positive sense and disagree, strongly disagree and neutral for negative sense. As data can be seen from the above table 1 with regard to EFL teachers' perception concerning testing EFL oral communication skill out of 100 participants 83% of the respondents agreed and the rest 17% of the respondents strongly agreed that testing oral communication skill is as important as testing other language skills, vocabulary and grammar in EFL classes. The calculated mean value was 4.17. This indicates that all of the participants perceived the importance of testing oral communication skill is as important as testing other language skills.

With notice to opportunity that testing oral communication skill provide, 63% of the respondents agreed and the rest 37% of the respondents strongly agreed that oral communication skill test provides opportunity for students to use the target language in a language classes.

The calculated mean value was 4.37. This indicates that all of the participants mastered testing oral communication skill provides opportunity for students to use the target language in a language classes.

Concerning with criteria of testing oral communication skill, the majority of the participants perceived about criteria of oral communication skill test 78% of the respondents agreed and 22% of the respondents strongly agreed that EFL oral communication skill test should have criteria and students should be aware of it. The calculated mean value was 4.22.

Concerning learner take responsibility for their learning progress, 65% of the respondents agreed and 35% of the respondents strongly agreed that testing oral communication skills help an EFL learners to take responsibility for their learning. The deliberate mean value was 4.35. This indicates that majority of the respondents knew that testing oral communication skills help learners to take responsibility for their learning.

In 5th item, 72% of the respondents agreed and 28% of the respondents strongly agreed that testing oral communication skill in EFL classroom help students to foster their learning. The deliberate or calculated mean value was 4.28. This indicates that all of the participants recognized the effect of testing oral communication skill help to foster student's learning.

All the participants mastered the importance of testing oral communication skills help to develop language competence. 57% of the respondents agreed and 43% of the respondents strongly agreed that testing oral communication skills as any other language skills test help to develop student's language competence. The calculated mean value was 4.44.

Notice with self-confidence, 74% of the respondents agreed and 26% of the respondents strongly agreed that testing oral communication skill in EFL classroom helps to develop students' speaking skills and self-confidence. The calculated mean value was 4.26. This indicates that almost all of the participants knew testing oral communication skills help to develop students' speaking skills and self-confidence. Looking on effects of testing oral communication skills on learner's education, communication and future career, 65% of the respondents agreed and 35% of the respondents strongly agreed that testing oral communication in EFL classroom help learners to use the language in their education, day to day communication and future careers. The calculated mean value was 4.35. This shows that all the participants took in the effects of testing oral communication skill in EFL classroom help learners to use the language in their education, day to day communication and future careers.

With regard to positive effects of testing oral communication skills, 74% of the respondents agreed and 26% of the respondents strongly agreed that testing oral communication skill in EFL classroom is a difficult task for the teacher but it has positive effect on students' success. The calculated mean value was 4.26. This indicates that almost all the participants understood about the positive effect of testing oral communication skills on students' success. Looking on developing and coring oral communication skills test, 3% of the respondents were neutral, 70% of the respondents agreed and 27% of the respondents strongly agreed that construct, administer and score oral communication skill test and provide opportunity for students to speak. The calculated mean value was 4.24. This indicates that majority of the respondents mastered preparing, administrating and taking score of oral communication skills test and its effect on opportunity for learners to speak.

Noticing with assessing oral communication skills, 1% of the respondent has no feeling about assessing oral communication skills, 75% of the respondents agreed and 24% of the respondents were strongly agreed that students' oral communication skill should be assessed in EFL classroom based on minimum learning competences. The calculated mean value was 4.23. This indicates that majority of the respondents' interpreted assessment of oral communication skills based on student's competences.

Concerning with testing oral communication skills as continuously as other skills, 1% of the respondent has no attitude or he/she said "neutral", 71% of the respondents agreed and 28% of the respondents were strongly agreed that students' oral communication skill should be tested continuously as other skills. The deliberate mean value was 4.27. This indicates that majority of the respondents knew oral communication skills test should continuously have tested as other skills.

The grand mean was also calculated. The expected mean score of teachers' perceptions can be 36. It is shown in questionnaire items on part of teachers' perceptions of testing oral communication skills and the calculated mean was 51.44. It was supported by Yalew (1998). Compared to the calculated mean value with expected mean, in this study it was found that highly beneficial teachers' perception of EFL oral communication skills test. The calculated mean is better than the expected mean. Participant teachers aware of using the criteria to test students' oral communication skills. They also knew that EFL oral communication skills test has many purposes and its positive effect. They recognize about the direct method it provides opportunity for learners to use the language in EFL class. Again, participant teachers perceive about how they organize students to test their oral communication skills. It is used to measure the teachers' perception of EFL oral communication skills.

It was also calculated in total score. As the result indicated in Table 4.2, the expected mean was 36 and the calculated mean was 51.44. From perception items, one can conclude that teachers have a highly beneficial perception of EFL oral communication skills test. The findings from perception items indicate that almost all of the participants have too enough knowledge and better perceptions about the principles of oral communication skills test.

4.2 Analysis of Data on Practice of Testing Oral Communication skill

It can answer the research question how often EFL teachers practice testing oral communication skill. First the participants provided their responses by replaying the following 14 questions which were prepared in five Likert scales (always, often, sometimes, rarely and never) their responses were analyzed using frequency, percentage and mean value as follow:

Table 2: Responses on Practice of Testing Oral Communication skill

No	Items	Descriptive Statistics (frequency, percentage)					mean
		always	often	sometimes	rarely	never	
1	oral presentation to test oral communication skill	1/1%	86/86%	13/13%			3.88
2	oral interview to test oral communication skill	5/5%	84/84%	11/11%			3.94
3	role play	5/5%	69/69%	26/26%			3.79
4	oral question and answer	2/2%	58/58%	40/40			3.62
5	story telling		81/81%	19/19%			3.45
6	reporting information conversational exchange	1/1%	77/77%	22/22%			3.81
7	picture description for oral production	1/1	53/53%	46/46%			3.55
8	reading aloud		68/68%	32/32%			3.68
9	short talk to test oral communication skill in EFL classroom		43/43%	57/57%			3.43
10	group discussion to test oral communication skill		82/82%	18/18%			3.82
11	portfolio presentation		45/45%	55/55%			3.45
12	direct test since oral communication skill is tested through oral		33/33%	67/67%			3.33

13	continuous assessment to test students' oral communication skills to assist the learning process continuously by providing feedback to the learner		45/45%	55/55%			3.45
14	quiz to test students' oral communication skills at the end of the chapter and semester	1/1%	77/77%	22/22%			3.79
<i>Average mean</i>						3.64	

5=always, 4=often, 3=sometimes, 2=rarely and 1=Never column respectively

As can be seen in the above table 2, 13% of the respondents replied that sometimes they use oral presentation to test oral communication, 86% of the respondents replied they often practice oral presentation. Mean value was 3.88 and it was better than the expected mean 3. This shows that EFL teachers practiced a responsive task which was oral presentation.

With regard to oral interview to test oral communication skill, 5% of the respondents replied that they always use, 84% of the respondents often use and 11% sometimes. Mean value was 3.94 and it was better than expected mean 3. It is possible to infer that EFL teachers use oral interview to test oral communication skill in EFL classroom.

Concerning role play, 5% of the participants answered that they always use role play, 69% of the responded that they often use role play and the rest 26% of the respondents sometimes use role play. The calculated mean value was 3.79 and it was above the expected mean. It indicates that there was attention and practice of role play.

With regard to oral question and answer, 2% of the respondents replied that they always use, 58% of the respondents often us and the rest 40% sometimes. The calculated mean was 3.62 and it was more than the expected mean value 3.

Concerning storytelling, majority of the respondents (81%) often practice storytelling and the rest 19% sometimes. The mean value was 3.45 and it was greater than the expected mean 3. This shows that there was practice of using storytelling in EFL classrooms to test students' oral communication skill.

Reporting information and conversational exchange is intensive speaking tasks which were practiced by 22%, 77% and 1% of the respondents by sometimes, often and always respectively. The calculated mean was 3.81 and it was above the expected mean 3. It indicates the presence of reporting and conversational exchange in EFL classrooms to test students' oral communication skill.

Dealing with picture description for oral production in EFL classroom to test oral communication skill, 1 % (always), 53% often and 46% sometimes practice showing picture description. The calculated mean value was 3.55 and it was above the expected mean value 3. This determines that there was practice of picture description in EFL classes. Reading aloud is one of the most important things that builds many important foundation skills, introduces vocabulary and provides a model of fluent. Concerning this, 68% of the respondents replied that they often practice reading aloud and the 32% sometimes practice the same thing. The calculated mean was 3.68 and was greater than the expected mean value 3. Hence, it is possible to infer that there was practice of using reading aloud in EFL classes to test students' oral skill.

With regard to short talk to test oral communication skill in EFL classroom 43% of the respondents replied that they often practice and the rest 57% replied that they sometimes practice short talk. The mean value calculated for this item was 3.43 and it was greater than the expected mean 3. The result presents that there was practice of short talk in EFL classes to test students' oral communication.

Group discussion is a communicative situation that allows its participants to share their view and feelings with other participants. It is a systematic exchange of information about issue or topic among the members of group. In detail 82% of the respondents replied that they often practice group discussion to test oral communication skill and the rest 18% sometimes practice it in EFL classes. The calculated mean was 3.82 and it was more than the expected mean value 3.

Dealing with portfolio presentation 45% of the respondents answered that they often practice portfolio presentation and the remaining 55% answered that they sometimes practice the same issue. The calculated mean value was 3.45 and it was more than the expected mean value 3. This indicates that EFL teachers use portfolio presentation after the end of chapter.

Concerning with direct test since oral communication skill is tested through oral, 33% of the respondents replied that they often practice direct test and the rest 67% answered that they sometimes use direct test in EFL classes to test oral communication skill. The calculated mean value was 3.33 and which was greater than the expected mean value 3. This shows that there was practice of direct oral communication skill test.

With regard to practice of continuous assessment to test students' oral communication skills to assist the learning process continuously by providing feedback to the learner, 45% of the respondents answered that they often use continuous assessment and 55% sometimes practice continuous assessment to test oral communication skill in EFL classes. The gained mean value was 3.45 and it was greater than the expected mean value 3. This reflects that there was practice of continuous assessment to test students' oral communication skills to assist the learning process continuously by providing feedback.

Again, the participants were asked how often they assess their students at the end of chapter or a semester through making quiz to test students' oral communication skill. As can be seen in the above table, 1% of the respondent replied that he/she always make quiz, 77% of the respondents replied that they often make quiz to test students' oral communication skill at the end of the chapter and semester and the rest 22% sometimes with mean value 3.79. The main value for this item was greater than the expected mean 3 and this shows that there was practice of making quiz to test students' oral communication skill at the end of the chapter and semester.

Overall, based on practices of EFL oral communication skill it is possible to deduce that practice of oral communication skills tasks was practiced with calculated average mean score 3.64 which was better than the expected mean such as; role play, storytelling, conversational exchange, oral presentation, reading loud, storytelling, short talk to test oral communication skill in EFL classroom and quiz to test students' oral communication skills in EFL classroom.

4.3 Analysis of Observation Data on Practices of Testing Oral Communication Skills

One of the instruments which were employed for collecting reliable data was observation checklists. It was used to validate what teachers were claiming to do in their class room practices of testing oral communication skills. It was adapted and alterations were made based on literature review of Byrne (1987), Freeman (2000), Gasparro and Judith (1983), Black and William (1998), Brown (2004) and Hughes (2003).

The observation check list consists of 14 items with Likert scale having options (highly observed, observed, neutral, somewhat observed and never observed) were used to observe teachers' actual practice of testing oral communication skills and required oral communication skills tasks in EFL class. Eight teachers were observed from four secondary schools. This means two teachers from each school. One female and seven male teachers were voluntary for classroom observation, but they were not conformable to allow audio and video record in the classroom. They permitted the researcher to use only the observation checklist. Due to lack of permission from the participants the researcher used tick mark to rate how teacher practice activities like testing oral communication skills in EFL classroom.

The numbers could be calculated to know the score of the observed teachers. Options (5=highly observed, 4=observed, 3= neutral, 2= somewhat observed and 1= never observed) were used to show the presence or absence of certain aspects of EFL oral communication skills test. The expected mean value score was 3. As it was shown in the chapter three methodology sections, if the observed teacher scored above the mean 3, there were attention and practices of testing oral communication skills and the teachers provided attention to the practice of testing oral communication skills in EFL classes. On the other hand, if the observed teachers scored below the average mean value 3, there were no attention and a little practice of students EFL oral communication skills test.

Table 3: the mean value of participant teachers on observation in each School

Participants	gender	observed schools	mean value of observation items
T1	male	Essera Bale General Secondary School	3.43
T2	male	Essera Bale General Secondary School	3.35
T3	female	Essera General Secondary School	3.18
T4	male	Essera General Secondary School	3.13
T5	male	Dali General Secondary School	3.23
T6	male	Dali General Secondary School	3.34
T7	male	Dali General Secondary School	3.75
T8	male	Dali General Secondary School	3.7
Average Mean=3.38			

As can be seen in the above table 3, the cumulative score of the observed teachers in the observations were based on the observation checklist in four different secondary schools. The mean score of eight observed teachers was 3.38. It indicates favorable attention and better practice of testing oral communication skills.

In the cumulative result of observations, while teaching and learning is ongoing, the teacher make oral communication skill test as parts of the instruction was somewhat observed in 1 (12%) of the participant's classroom, but it was neutral observed in 2 (25%) of the observed teachers' classroom and in 5 (63%) observed. The calculated mean was 3.13. It was a favorable practice of using oral communication skill test as parts of the instruction.

Concerning testing oral communication skills somewhat observed in 2 (25%) in EFL classroom, neutral in 3 (37.5%) and observed in 3 (37.5%). The mean value was 3.13. The mean value was greater than the expected mean 3. This shows that there was practice of testing oral communication skills in EFL classroom.

Relating to using checklist to test oral communication skills, it was observed in 4(51%) of the observed teacher's classroom. It was somewhat observed in 1 (12%) of the observed teachers and neutral in 3 (38%) of the observed teacher's classroom. The mean was 3.25. It indicates a little good attention and practice of criteria to test student's oral communication skills in EFL class

Use direct assessment to test oral communication skills neutral in 7 (88%) and observed in 1 (12%). The mean value was 3.13. This indicated there was a little practice of using direct assessment method to test oral communication skills in EFL classroom. Concerning methods, teachers used to test students' oral communication skills indirect assessment was observed in 5 (62%) of the observed teachers' classroom and neutral in 3(38%) of the observed teacher's classroom. The mean was 3.75. It indicated that there was an indirect assessment to test oral communication skills in EFL class.

With regard to speaking tasks, using speaking task like oral presentation to test oral communication skills somewhat observed in 2 (25%), observed in 5(62%) and never observed or neutral in 1 (13%). The mean value was 3.38. It indicated that there was a little practice of using speaking tasks in EFL classroom to test oral communication skills.

Concerning using oral interview to test oral communication skills, neutral in 5 (62.5%) and observed in 3 (37.5%). The mean value was 3.00. There was expected practice of using oral interview to test oral communication skills in EFL classroom. Concerning the EFL oral communication skills test, interactive speaking task like role play neutral in 5 (62.5%) and observed in 3 (37.5%) of the observed teacher's classroom. The mean was 3.00. It indicated that there were expected interactive types of oral communication test task in EFL class. Once more, extensive types of tasks like use storytelling were neutral in 7 (87.5) of the participant teachers' classroom and was observed in 1 (12.5%) of the observed teacher's classroom. The mean was 2.8 It indicated that no attention and practice of extensive types of tasks.

With regard to using pictures description for oral production to test oral communication skills neutral in 4 (50%) and observed in 4 (50%). The mean value was 3.50. This indicated that there were practices of testing oral communication test though using pictures.

Concerning reading aloud, use reading aloud to test oral communication skills somewhat observed in 1 (12.5%) of the participant’s teachers’ classroom and observed in 7 (87.5%) of the participant teachers’ classroom. The mean value was 3.87. It indicated that there was practice and attention of using reading aloud to test oral communication skills.

Regard to group discussion, use group discussion to test oral communication skills observed in 6 (75%) and somewhat observed in 2 (25%) of the observed teacher’s classroom. The mean value was 3.89. It indicated that there was practice of using group discussion to test oral communication skills in EFL classroom.

4.4 The relationship between EFL teachers' perceptions and practices of testing oral communication skills

Table 4: The relationship between EFL teachers' perceptions and practices of testing oral communication skills

N	teachers’ perceptions	N	teachers practice
100	average mean 4.28	100	average mean 3.64

To test whether EFL teachers’ perceptions of EFL oral communication skills test was related to their practice, average mean was computed (practice = 3.64 and perceptions 4.28). The analysis revealed that the direction of the relationship between perceptions and practices was positive. Teachers’ perception of EFL oral communication skills test was highly favorable and positive with teachers' favorable practice. As it is indicated in Table 4.5, the result of correlation between perception and practice of EFL oral communication skills test was $r = 0.64$. This can answer the research question 'What is the relationship between teachers' perception and practice of testing oral communication skills?'

4.5 Challenges EFL teachers face in testing oral communication skills

In this part ten different closed-questions were prepared to answer the research questions “What are the challenges that EFL teachers face in testing oral communication skills?” The questions were developed by using five Likert scales (1 =strongly disagree 2= disagree 3= neutral 4=agree 5 = strongly agree).

Table 5: Challenges EFL teachers face in testing oral communication skills

No	Challenges EFL teachers face in testing oral communication skills	Descriptive statics (frequency and percentages)					Mean
		1(fr/%)	2(fr/%)	3(fr/%)	4(fr/%)	5(fr/%)	
1	Learners have no confidence to speak freely in the class as they afraid of making mistake and criticism to friends		86/86%	11/11%	3/3%		2.12
2	Learners prefer to learn grammar and other language skills than oral communication skills (students have negative perceptions about oral communication skills)		49/49%	47/47%	4/4%		2.14
3	Students’ do not think that they learn English language when they work in pair or group (students have lack of interest to work together)		60/60%	34/34%	6/6%		2.76

4	Students do not like to participate in speaking activities (e.g., presentation, group or pair work) using English		81/81%	12/12%	6/6%	1/1%	2.29
5	students have high anxiety levels during the test (fear of making mistakes, losing face, criticism; shyness)		72/72%	23/23%	5/5%		2.23
6	Students lack time to cover the test			40/40%	53/53%	7/7%	3.67
7	Students prefer their mother tongue than English when they asked to do activities in pair or groups in English class		16/16%	19/19%	65/65%		3.33
8	Students do not have adequate vocabulary (words) to express their ideas or opinions English		68/68%	20/20%	12/12%		2.42
9	We lack of teaching aids like tape recorders, cassettes, radio-program, and other authentic material in speaking class to promote student's oral communication skills		16/16%	34/34%	50/50%		3.16
10	We lack in services training on how to testing oral skills in EFL classes		70/70%	24/24%	6/6%		2.26
<i>Grand mean value</i>							2.65

As it is shown in Table 5, the response indicates that there were few challenges that EFL teachers face in testing oral communication skills. Based on data collected and analyzed, except 11% of the respondents, 3% of the respondents strongly agreed, 86% of the respondents disagreed that learners have no confidence to speak freely in the class as they are afraid of making mistakes and criticism from friends hinders the practice of testing oral communication skills. The calculated mean value was 2.21. This indicates that learners have confidence to speak freely and it is not a challenge that EFL teachers face in testing oral communication skills.

With regard to students' needs to learn in EFL classroom, 49% of the respondents disagreed, 47% of the respondents were undecided and 4% of the respondents agreed that learners prefer to learn grammar and other language skills than oral communication skills. The calculated mean value was 2.14. This indicates that students have a positive perception towards oral communication tests and do not challenge EFL teachers in testing oral communication skills.

Due to students' not thinking that they learn English language when they work in pairs or groups (students have a lack of interest to work together), 60% of the respondents disagreed, 34% of the respondents were neutral/undecided and 6% of the respondents agreed that learners do not think that they learn English language when they work in pairs or groups. The mean value was 2.76. It indicates that students have interest to work together in EFL classroom that encourages teachers in testing oral communication skills.

With regard to students' perceptions towards group or pair work, 81% of the respondents disagreed, 12% of the respondents were undecided and 6% of the respondents agreed that students do not like to participate in speaking activities (e.g., presentation, group or pair work) using English. The mean value was 2.29. This indicates that students like to participate in speaking activities (e.g., presentation, group or pair work) in EFL classroom and do not challenge EFL teachers to practice oral communication skills tests.

Concerning anxiety level of students, 74% of the respondents disagreed, 23/23 of the respondent's undecided and 5% agreed that students have high anxiety levels during the test (fear of making mistakes, losing face, criticism; shyness). The mean value was 2.32. This indicates that students don't feel high anxiety while taking oral communication test. Hence, students have no high anxiety that challenges EFL teachers in testing oral communication skills.

With regard to students face shortage of time to finish oral communication skills test task, 40% of the respondents said neutral, 53% and 7% of the respondents agreed that students lack time to cover the test. The mean value was 3.67. This shows also students lack enough time to cover oral communication skills test is one of the challenges that EFL teacher face.

Regard to students prefer to use their mother tongue, 16% of the respondents disagreed, 19% of the respondent's undecided and 5% of the respondents agreed that students prefer their mother tongue than English when they asked to do activities in pair or groups in English class. The mean value was 3.33. This indicates that when teacher allow students to make pair work in EFL classroom, students use their mother tongue instead of EFL is one of the challenges that hinder practice of testing oral communication skills.

Due to vocabulary knowledge, 68% of the respondents disagreed, 20% of the respondent's undecided and 12% of the respondents agreed that students do not have adequate vocabulary (words) to express their ideas or opinions English. The mean value was 2.42. This indicates that students have vocabulary knowledge and not be the challenges that teacher face in testing oral communication skills.

With regard to physical materials, 16% of the respondents disagreed, 34% of the respondents' undecided and 50% of the respondents agreed that they lack of teaching aids like tape recorders, cassettes, radio-program, and other authentic material in speaking class to promote student's oral communication skills. The mean value was 3.16. It indicated that teachers' lack of teaching aids like tape recorders, cassettes and radio-program were challenges that teacher face in testing oral communication skills.

Due to in service training service for teacher, 70% of the respondents disagreed, 24% of the respondents' undecided and % of the respondents agreed that they lack in services training on how to testing oral skills in EFL classes. The mean value was 2.26. It indicated that EFL teachers' get in service training on how to test oral communication skills and is not challenge that teacher face in testing oral communication skills.

The calculated grand mean value was 2.65. It indicated that there were limited or little challenges that EFL teacher face while testing oral communication skills in EFL classroom.

4.6 Analysis and Findings of Teacher's Interview Data

The interview was conducted for teachers to triangulate the data from questionnaires and classroom observation. The questions which were raised for teachers were directly related to the research objectives to validate the data. From those questions three themes were found 1 = teachers' perception 2 = the practice of EFL oral communication test tasks used in EFL class 3=challenges hinder EFL oral communication skills test and solutions for challenges hindering the EFL oral communication skills test. The whole data which were collected from the respondents were appended. The result and analysis method were provided with examples as follows:

4.6.1 Teachers' Perception from interview data

The data from interviewee revealed that most of the teachers have a better understanding of EFL oral communication skills test. The transcriptions of the interview are shown. Participant teachers understand the importance of EFL oral communication skills test as other language skills, student organization, purpose and its positive effect.

Concerning the importance of testing oral communication skills, *Ta, Tb, Tc, Td, Te, Tf, Tg* and *Th* said that EFL oral communication skills test is very important as other skills and language areas. Participants pointed out that oral communication skills test used to assess vocabulary and grammar. They also pointed out that oral communication skills test is used to identify the student's strength and weakness to re plan and teach to make students efficient user of the target language. It can prepare students by providing habit of using English in the class room and outside the class to be user of the target language.

For example:

Oral communication skill is very important. The purpose is to understand whether the students able communicate or speak in English or cannot and sometimes speaking is important to teach grammar pattern might be or vocabulary so that we can understand the student's ability that they can speak or not after we test them, we can re teach them different social expression might be or some important patterns of the language (*Tc*).

Once more, *Te*, *Tf*, and *Tg* pointed out that EFL oral communication skill test has the positive effect that helps foster learning. As it is interactive approach, it makes the students user of the target language. It is also used for the subject survival as it is used as a medium of instruction.

For example

There are different effects of oral communication skill. Not only the language purpose in addition to this one student may be resulted in achieving other subjects also because English is a medium of teaching in our country. Therefore, oral communication test helps students in achieve other subjects and as well as they may interact inside and outside the class room (*Tf*).

With reference to purpose and function of EFL oral communication skills test, *Ta*, *Tb* and *Td* understanding that oral communication skills test can help students to adapt the target language to use the language for communication as the primary purpose of language is for communication. All these indicated that participant teachers have an understanding of the importance, purpose and function and its positive effect on EFL oral communication skills test.

4.6.2 Teachers practices of EFL Oral Communication Skills

The other issue which was directly connected with the research question was the practice of EFL speaking assessment. The result raveled *Ta*, *Tc*, and *Th*, rarely assess their students speaking skills directly or indirectly. The language element that was emphasized by English teachers was grammar.

Teachers rose that they didn't assess their students' oral communication skills in EFL class because of the problems they faced like difficulty on construction and administration and peak with paper pencil tests. Oral communication skill test was not the parts of continuous assessment in their EFL class.

For example:

Honestly speaking I test my students rarely because it takes time and I face different challenges of testing students in oral communication skill. I test my students to express their own feeling using social language greeting in speaking social language sympathy congratulating to speak out in the class using role play and pair work (*Ta*).

Concerning tasks in the EFL oral communication skills test, teacher need to use different tasks based on the content that was incorporated in oral communication skills test. *Tc*, *Td* and *Te* explained that the tasks like a drill, retelling the story, picture description, debating, were incorporated.

Initiation the response one can conclude that there are imitative, intensive, extensive, responsive and interactive tasks in the principles of EFL oral communication skills test. However, not all the tasks were used for testing oral communication skills of students in EFL class because of various challenges that hinder the practices of various types of oral communication skills test.

4.6.3 Challenges Teachers Face in Testing Oral Communication skills

There ae few challenges that EFL- teacher face to test oral communication skills. *Tc*, detect indicated in their interview that time constraints or shortage.

Example:

It is time consuming I face few challenges such as shortage of time and students like to learn speak mother tongue while making group discussion this is the least challenges I face (*Tc*). The challenges that teacher face in practicing oral communication skills test in EFL classroom were mentioned such as shortage materials such as language lab radio program and tape recorder.

4.7 Discussion

The study was conducted to investigate EFL teachers' perceptions and practices of testing oral communication skills and the challenges they face in Dawuro zone secondary schools. This section presents a discussion and interpretation of the major findings of the current study. The findings revealed that the research questions stated in the introduction section were answered through the data obtained from questionnaire, interview and classroom observation.

The first research question was about teachers' perception EFL oral communication skills tests. It was answered in perception sections of questionnaire data which was analyzed and interpreted using descriptive Statistics by applying SPSS Version 20.

The result indicated that participant teachers' perception of EFL oral communication skills test was highly favorable. The calculated mean was 4.28 which were greater than the expected mean 3. The grand expected mean was 36 as the range was indicated in the data analysis method the calculated mean of the respondent was 51.44 that indicates a highly favorable perception level of EFL teachers towards testing oral communication skills.

Participant teachers have been aware of the following aspects and principles of EFL oral communication skills test like criteria, tasks and purpose. Close ended items data in the questionnaire and interview data were used to validate the perception data.

Concerning the principle, the result revealed that participants understand about the positive effect of oral communication skills of English as a foreign language to develop students' language competence. The challenges of oral communication skills test are students lack time to cover the test, students prefer to use their mother tongue and lack of teaching aids like tape recorders, cassettes and radio-program but it provides opportunity for students to use the target language in a language classes, helps learners to take responsibility for their learning, helps students to foster their learning, helps to develop students' speaking skills and self-confidence and helps learners to use the language in their education, day to day communication and future careers.

The calculated mean was 4.37, 4.35, 4.28, 4.26 and 4.35 respectively and it is better than the expected mean 3. So, its wash back effect is an important consideration to devote time and effort. It is supported by Joughin, (2010) and Hughes (2003). Teachers seem to have understood what has been confirmed in earlier studies which were conducted by Hoang in Vietnam, Shook in Korea, Tuna and Mai in Thanh, Mazadayas and Sisay Bezabih (2012) support this.

The data from interview items also support to answer the research question how teachers perceive EFL oral communication skills test. The result revealed that participant teachers seem to have understanding on the importance of EFL oral communication skills test as other language skills and about student organization like an individual, pair, small group, purpose. Its positive effect is it can prepare students by providing habit of using English in the class room to be user of the target language. It fosters learning and help students to use the language for communication. In the main, all these are used to measure the teachers' perception of EFL oral communication skills test. All these indicated that teachers have better perception on EFL oral communication skills test which is supported by constructivism theory students work primarily in groups and make oral communication skills test practice with ease. Speaking ability can be tested in the form of interviews, picture description, role plays, and problem-solving tasks e.g., pair work or group work (Dillenbourg 1999, Millis 1999 and Black, P., 1998).

The second research question was 'How often do EFL teachers practice testing oral communication skills?' was answered by data from practical observation, practice section of questionnaire data and participants' interview. The result revealed that there were better attention and practice of testing EFL oral communication skills.

The mean value was calculated from questionnaire and observation data. It was 3.64 and 3.38 respectively. It was greater than the expected mean 3. The result revealed that the principles of EFL oral communication skills test were practiced by teachers in EFL class. Heaton (1975) indicates that teachers are interested in applying direct oral communication skills test.

Teachers' questionnaire indicated that the result revealed there was a favorable practice of EFL oral communication skills test. The grand mean score of teachers practice items was calculated. The expected mean was 42 and calculated mean was 50.99. As it was rung in the data analysis method, there was a favorable practice of testing oral communication skills. It was used to gauge what teachers claiming to practice oral communication skills test in EFL classroom.

Concerning criteria, the result indicated that most of the participants recognized about the Predetermine criteria and teachers seem to know what they did before testing students' oral communication skills. The calculated mean was 4.22 and it was greater than the expected mean 3. Teachers recognized that testing students' oral communication skills and provide descriptive feedback continuously help students learning and it directs students to the next task for their improvement (Ur, 1999). It would be done using the criteria were set to observe students in the direct speaking assessment help students speaking development and oral performance (Hughes, 2003) and research conducted by (Mazdayasna's, 2012).

Concerning methods, the result indicated that participant teachers seem to recognize about direct and indirect methods of oral communication skills test. The participants seem to recognize that direct method provides opportunities for learners to use the language in EFL class. Students need to get the opportunity to use the language in oral communication skills test. The mean score was 3.33 and it was greater than the expected mean 3. According to constructivist teachers have a dialogue with students; it helps students to construct their own knowledge. They might be interviewed by their teacher (Freeman, 2000).

Direct testing is conducting the conditions which elicit the behavior that the assessor wants to measure as well as the actual process of assessing productive skills are relatively straightforward (Hughes, 2003).

Generally speaking, there were attention and practice of EFL oral communication skills test in EFL class with cumulative mean 3.64. Direct method of test was practiced. Responsive types of speaking task such as oral presentation to test oral communication skill, role play, and storytelling, picture description for oral production, reading aloud, short talk and conversational exchange were practiced. The finding was supported by Black, P., 1998, William, D., 1998 and Byrne, 1987).

Hence, the current study was different from the study conducted by Tenaw Azene (2018) conducted a qualitative study on the implementation of teachers' assessment of oral skill: two General Secondary Schools in Debre Birhan town. His findings revealed that FL teachers had not planned to implement assessment of oral skills with/out marks, did not play their roles for assessing oral communication skills as well as did not mark students' oral work. But, findings of the current study indicated that EFL teachers' have better attention and practice of testing oral communication skills in EFL classroom.

The third research question was about relationship between teachers' perception and practices of EFL oral communication skills test was answered by computing quantities perception and practice scores of teachers in SPSS V20. The finding revealed that the direction of the relationship between perceptions and practices was positive. Teachers' perception of EFL oral communication skills test was highly favorable and positive with teachers' favorable practice. The correlation between perception and practice of EFL oral communication skills test was $r = 0.64$. This can answer the research question 'What is the relationship between teachers' perception and practice of testing oral communication skills?'

The last research question was about the challenges that EFL teachers face in testing oral communication skills. It was answered with the data from t questionnaire and interview. It indicated multiple challenges that include students feel anxiety and it was also raised in Munoz, et al, (2011). Negash Desta (2011) also raised the problems as presence of anxiety to speak, and lacks of knowledge to construct administer and score it and Lee (2010) revealed the same result, large class size Lee (2010) revealed the same problem.

The other challenges revealed were students have no adequate vocabulary knowledge, lack of self-confidence and using mother tongue in EFL classroom. According to Brumfit (1984), using mother tongue can be a problem in developing oral communication skills of the students' foreign or second language especially, in classes where all or a number of the learners share the same mother tongue. It is also pointed out by Ur (1996) as "we often hear learners complain that they cannot think of anything to say; that have no motivate to express themselves beyond that they should be speaking." This indicates that due to lack of adequate vocabulary, students can have nothing to say; and they will be demotivated to speak in the target language.

One can conclude that even though oral communication skills test is a time-consuming task for teachers, teachers can make their students effective and efficient user of the target language with devoting their time and effort. The interview data also support it as students lack time to cover the test, students prefer to use their mother tongue and lack of teaching aids like tape recorders, cassettes and radio-program were all incorporated as few challenges EFL teacher face while testing oral communication skills.

Generally, the findings from questionnaire, interview and classroom observation revealed that the EFL teachers practice of testing oral communication skills and challenges they face. Teachers' perception on EFL oral communication skills test was better and were practicing EFL testing oral communication skills at the top of their perception. There were attention and practices of EFL oral communication skills test. Oral communication skills tasks such as role play, oral questions and interview, storytelling, conversations and group discussion were practiced.

The same challenges were investigated by Solomon Mekete (2020). His study focused on the Challenges of Teaching Oral Skills in Central Gonder Zone Preparatory Schools". The challenges listed in his study were inhibitions, lack of student's prior knowledge, lack of student's interest and motivation, use of mother tongue, fear of making mistake, shortage of chairs and tables in the classroom and lack of teaching aids.

CHAPTER FIVE

5. Summary of the Findings, Conclusion and Recommendations

5.1 Summary of the findings

In the current study, Pilot study was conducted. The participants were 10 EFL teachers. The reliability of perception items and practice items were calculated. It was 0.687 and 0.705 respectively. The result revealed that there was a positive perception on EFL oral communication skills test. There was a better practice of EFL testing oral communication skills. The relationship between Perception and practice was positive. The relationship between teachers' perception and actual practices was computed. To achieve this goal, the study tried to give answers to the following questions:

How do EFL teachers perceive EFL oral communication skills test? How often do EFL teachers practice testing oral communication skills? What is the relationship between EFL teachers' perceptions and practices of testing oral communication skills? What are the challenges that EFL teachers face in testing oral communication skills?

With regard to perceptions testing oral communication skills, participant teachers have a highly beneficial perception of EFL oral communication skills test. The calculated grand mean value of perception items was 4.28. The findings from perception items indicate that almost all of the participants have enough knowledge and better perceptions about the principles of oral communication skills test.

Based on practices of EFL oral communication skill it is possible to deduce that from EFL oral communication skills tasks, oral question and answer was practiced with calculated average mean score 3.64 which was better than the expected mean 3 such as; role play, storytelling, conversational exchange, oral interview, oral presentation, reading loud, storytelling and short talk in EFL classroom were used.

Aging, group discussion, continuous assessment to test students' oral communication skills to assist the learning process continuously by providing feedback to the learner and quiz to test students' oral communication skills in EFL classroom.

Concerning the challenges that EFL teacher face while testing oral communication skills in EFL classroom, the findings indicated few challenges such as students lack time to cover the test, students prefer to use their mother tongue and lack of teaching aids like tape recorders, cassettes and radio-program. The calculated grand mean value was 2.65. It indicated that there were few or limited challenges that EFL teacher face to testing oral communication skills in EFL classroom.

5.2 Conclusion

The main objective of this study was to assess EFL teachers' perceptions and practices of testing oral communication skills and the challenges they face in Dawuro zone secondary schools. The study has employed a descriptive research design that combines both quantitative and qualitative methods. The target populations of this study were EFL teachers in sampled 19 senior general secondary schools in Dawuro zone. There are 108 teachers with in 19 sampled senior secondary schools. All the teachers in sampled schools were participated because they are limited in size and manageable.

Primary data source was applied. The primary data source was English Foreign language ~~teacher~~ teachers

Based on the finding's teachers in Dawuro zone secondary schools have a favorable perception of EFL oral communication skills test and theoretical knowledge, also there are better perceptions and practice of testing oral communications in EFL class. One can conclude that teachers promoted the pedagogical purpose of assessment and teachers focus on traditional test to measure achievement. It indicates that students were exposed for the langue to use it in the class to develop the habit of speaking in English language. EFL teachers use oral communication skills test to identify strength and weakness learners to foster students' learning and language competency

There was a positive relationship between teachers' perception and practices testing oral communication skills. One can conclude that teachers test their students' oral communication skills on the top of their perception and on the required level to foster students learning.

There were few challenges that teachers face in testing oral communication skills. These are students prefer to use their mother tongue and lack of teaching aids like tape recorders, cassettes and radio-program.

5.3 Recommendations

Based on the findings of the study the researcher forwarded the following recommendations to all stakeholders.

- Ministry of Education, regional, and woreda education bureau should provide teaching aids like tape recorders, cassettes and radio-program to promote EFL language oral communication skills.
- Students should develop positive awareness towards oral communication skills in EFL classroom.
- Students should use the target language in EFL classroom instead of mother tongue.
- Students should regularly practice oral communication skills tasks such as dialogue, interview and oral questionnaires his/her friends inside and outside of classroom.
- Students should speak English everywhere and every time with everybody who can speak the language.
- Regarding to time constraint teacher should arrange and use additional class to support his/her students in oral communication skills.
- Teachers should incorporate interesting oral skills activities that can capture students' attention in EFL classroom.
- Teachers should plan and implement effective oral communication skills tasks to practice testing oral communication skills too better in EFL classrooms.

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Appendix
Jimma University
College of Social Sciences and Humanities
Department of English Language and Literature
MA in TEFL (Teaching English as a Foreign Language)
Program (Regular)
Questionnaire to be filled in by EFL Teachers

Dear Teacher,

This questionnaire is designed to assess EFL Teachers' Perceptions and Practices of Testing Oral Communication Skills and Challenges they face: at Dawuro Zone General Secondary Schools. It is one of the data collections tools that the researcher uses to collect the necessary data for his MA thesis in teaching English as a foreign Language (TEFL). The researcher believes that, your responses are vital in determining the success of this study. Hence, you are kindly requested to fill the questionnaire completely and honestly. The researcher would like to assure you that the response that you give will be kept confidential and used only for the research purpose. As further assurance no need of writing your name.

Thank you in advance for taking your time to fill this questionnaire!

Part One: Demographic information of the respondents'

Indicate your response by using "√" in the box provide

1. Gender: Male Female

2. Work experience: 1-5 years 6-10 years 11-15 years above years 15years

3. Educational background: Diploma First degree MA degree

Perception of Testing Oral communication skills

Read the following items carefully and put tick mark (√) in the appropriate box

1 =strongly disagree 2= disagree 3= neutral 4=agree 5 = strongly agree

No	Teacher's Perception of testing oral communication skills I believe that:	1	2	3	4	5
1	Oral communication skill test is as important as testing other language skills, vocabulary and grammar in EFL classes.					
2	oral communication skill test provides opportunity for students to use the target language in a language classes					
3	EFL oral communication skill test should have criteria and students should be aware of it					
4	testing oral communication skills help an EFL learners to take responsibility for their learning					
5	testing oral communication skill in EFL classroom help students to foster their learning					
6	testing oral communication skills as any other language skills test help to develop students' language competence					
7	testing oral communication skill in EFL classroom helps to develop students' speaking skills and self-confidence					
8	Testing oral communication in EFL classroom help learners to use the language in their education, day to day communication and future careers.					
9	testing oral communication skill in EFL classroom is a difficult task for the teacher but it has positive effect on students' success					
10	construct, administer and score oral communication skill test provide opportunity for students to speak					
11	students' oral communication skill should be assessed in EFL classroom based on minimum learning competences					
12	Students' oral communication skill should be tested continuously as other skills.					

Practice of testing oral communication skill

For each of the following oral communication skills test methods and tasks indicated below, indicate to what extent you use each for testing your students' oral communication skills by putting a tick (√) in the box.

The number indicates 5=always, 4=often, 3=sometimes, 2=rarely and 1=Never column respectively

No	Practice of testing oral communication skills I use:	1	2	3	4	5
1	oral presentation to test oral communication skill					
2	oral interview to test oral communication skill					
3	role play					
4	oral question and answer					
5	story telling					
6	reporting information conversational exchange					
7	picture description for oral production					
8	reading aloud					
9	short talk to test oral communication skill in EFL classroom					
10	group discussion to test oral communication skill					
11	portfolio presentation					
12	direct test since oral communication skill is tested through oral					
13	continuous assessment to test students' oral communication skills to assist the learning process continuously by providing feedback to the learner					
14	quiz to test students oral communication skills at the end of the chapter and semester					

Challenges that EFL teachers face in testing oral communication skills

Read the following items carefully and put tick mark (√) in the appropriate box

1 =strongly disagree 2= disagree 3= neutral 4=agree 5 = strongly agree

No	Challenges EFL teachers face in testing oral communication skills	1	2	3	4	5
1	Learners have no confidence to speak freely in the class as they afraid of making mistake and criticism to friends					
2	Learners prefer to learn grammar and other language skills than oral communication skills (students have negative perceptions about oral communication skills)					
3	Students' do not think that they learn English language when they work in pair or group (students have lack of interest to work together)					
4	Students do not like to participate in speaking activities (e.g., presentation, group or pair work) using English					
5	students have high anxiety levels during the test (fear of making mistakes, losing face, criticism; shyness)					
6	Students lack time to cover the test					
7	Students prefer their mother tongue than English when they asked to do activities in pair or groups in English class					
8	Students do not have adequate vocabulary (words) to express their ideas or opinions English					
9	We lack of teaching aids like tape recorders, cassettes, radio-program, and other authentic material in speaking class to promote student's oral communication skills					
10	We lack in services training on how to testing oral skills in EFL classes					

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Interview Questions

1. How do you perceive testing oral communication skills in EFL classroom?

2. To what extent do you test your students' oral communication skill in EFL classroom?

3. What types of tasks do you use to test oral communication skill in EFL classroom?

4. What do you think of the purposes of testing oral communication skill in EFL classroom?

5. What do you think are the challenges that hinder the practice of testing oral communication skill in EFL classroom?

6. What solutions do you suggest to solve the challenges of practicing oral communication skill test in EFL class to make students effective user of the target language in their education, communication?

Observation Checklist

The following Classroom observation will be used during observation session.

Key: 5= highly observed 4= observed 3=neutral 2= somewhat observed 1= never observed

no	While teaching and learning is ongoing, does the teacher:	5	4	3	2	1
1	make oral communication skill test as parts of the instruction?					
2	test oral communication skills?					
3	use checklist to test oral communication skills?					
4	use direct assessment to test oral communication skills?					
5	use indirect assessment to test oral communication skills?					
6	use speaking task like oral presentation to test oral communication skills?					
7	use oral interview to test oral communication skills?					
8	use role play to test oral communication skills?					
9	use oral question and answer to test oral communication skills?					
10	use storytelling to test oral communication skills?					
11	use pictures description for oral production to test oral communication skills?					
12	use reading aloud to test oral communication skills?					
13	use short talk to test oral communications skills?					
14	use group discussion to test oral communication skills?					