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Investigating Factors Affecting The Practice Of Teaching Speaking Skill
With Reference Grade 10 Students In Edaga -hamus Comprehensive Secondary
School

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EyerusalemTsegay

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Eyerusalem Tsegay

,

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HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

As thesis research advisor ,we hereby certify that we have read and evaluated this Thesis prepared under guidance by Eyerusalem Tsegay entitled” Investigating Factors Affecting Teaching Speaking skill With Reference Grade 10 Students In Edaga-hamus Comprehensive Secondary School”. We recommended that it be submitted as fulfilling the Thesis requirement.

Dr. Alemayehu Getachew

Major Advisor

Signature

Date

Dr. Abera Admaasu

Co-Advisor

Signature

Date

As member of Board Examination of the M.A Thesis Open Defense Examination we certify that we have read and evaluated the thesis prepared by Eyerusalem Tsegay and examined the candidate. We recommend that the Thesis is accepted as fulfilling the requirement for the Degree of Master of Art in Teaching English as Foreign Language (TEFL).

_____	_____	_____
Chairperson	Signature	Date
_____	_____	_____
External Examiner	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date

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DEDICATION

This thesis manuscript is dedicated to my beloved father , Tsegay Desta as well as my mother Adanech Retta who nursing me with affection and love for their dedicated partnership in the success of my life . Thank you all from the bottom of my heart.

STATEMENT OF THE AUTHOR

By my signature below, I declared and confirm that this is my own work . I have followed all ethical and technical principles in preparation, data collection and data analysis completion of this Thesis. Any reference which included in this thesis has been given recognition by citation.

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Name: Eyerusalem Tsegay

signature

Date of submission :January, 2023

School : Foreign Language and Journalism

BIOGRAPHICAL SKETCH OF THE AUTHOR

The author was born in Tigray region, Eastern Zone , Adigrat town 03 kebele on March 18,1988.She attended her primary school at Sent Luccy and Tsineta Lemariam primary school and completed her secondary and preparatory school in Agazi secondary and preparatory school. After completed grade 12 she joined to Adwa Teachers Training Institute (TTI) and received a certificate to teach at primary level. Next she attend a diploma in Sheba University of Mekele campus , and joined Aksum University. In 2013 she graduated with BA degree in English language and journalism . She has been working as EFL teacher in Edaga-hamus comprehensive secondary school since 2014 . Then she joined Haramaya University for post graduate studies in July ,2018 to pursue her MA in TEFL.

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Acronomy and Abbrevation

SPSS:

S: Stastical

P: Packages for

S : Social

S: Sciences

SA: Strongly Agree

A: Agree

U : Undecided

DA: Disagree

SD : Strongly Disagree

Abstract

This study investigating factors affecting the practice of teaching speaking skills in Edaga-hamus comprehensive secondary school with particular reference to grade 10 students. For this reason, the study incorporated 106 students . It included two English language teachers. As the students of grade 10 purposive sampling techniques was employed. To collect data, structured interview for 2 English language teachers purposively and were employed. Classroom observation was also employed .The data gathered through questionnaires were described by using frequency and percentage. On the other hand, the data which were collected through classroom observation and interviews were described qualitatively and data from the instruments were triangulated to bring about reliability of the findings. The result suggested that learners take no practice repeatedly in the performance of oral communication in the classroom. The main factors are: Improper implementation of the syllabus by teachers, lack of students' self-expression, teacher-centered method, lack of motivation, tasks in the text book are difficult with the levels of the students, poor of students' interest, poor background knowledge of the students, lack of supportive authentic materials (Newspaper or news letters and magazines), lack of self-confidence, frustration of making of mistakes, teachers typically emphasizing on grammar rules and accuracy highly than fluency, shyness of students in front of the stage and students mainly concentrated on exam result. Based on the data collected from the respondents, the findings of the study recommends teachers should adopt speaking activities and tasks to make them suitable for group or pair discussions with authentic materials as teaching aid. Teachers should give equal opportunity for the students to participate actively in teaching speaking and exams should ask not only grammar rules but also speaking ability of students in English language for practicing and developing speaking skill. Teachers should design their lessons and activities to improve student centered method.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Speaking is the most distinguishing feature of human beings from the other living creatures because it is the natural state language that all human beings are born to speak their native language. In learning a second language, most of the learners find speaking as the most difficult skill to have a success because it needs oral communication that consists of both speaking and listening. (Nunan, 2002). Language is the tool by which human beings communicate with each other. Hence, English is being given as a subject and is used as a medium of instruction in Ethiopia. Due to this reason, English language is mainly given and starting from grade one up to the higher educational institutions.

Speaking seems to be the most important skill of all the four skills (listening, speaking, reading, and writing) because people who know a language are usually referred to as speakers of that language (Ur,1996). The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication (Davies and Pears, 2000). However, after many years studying, most of English language learners can communicate fluently and accurately because of many different practices with the knowledge of the language.

The four skills of a language can be classified as productive and receptive skills. Listening and reading fall under the category of receptive skills whereas speaking and writing are productive skills (Macaulay's Minute, 1989). And also teaching speaking skill is to develop self-confidence in using the language whatever English even if the learner makes his mistakes or errors (Moe, 2002).

There has been a great deal of research on the role of attitudes and motivation in second language learning. The findings show that positive attitudes and motivation are related to success in second language learning (Gardner, 1985).

1.2. Statement of the Problem

The researcher wants to investigate factors affecting the practice of teaching speaking skills including teachers' way of teaching method and the students' interest and performance of speaking ability in the teaching-learning process.

The researcher initiated that almost, most of the time the researcher observes insufficient and very low participation of students in English class room. Thus, the researcher anticipates that the students are afraid of expressing their feelings, opinions, suggestions and even for giving and taking advice actively through speaking. Because the students are not good at speaking English, perhaps they are able to achieve the exam normally, but the learners look it challenged to communicate in English. To support the students effectively for improving their speaking skill, it is important to look for ways to assist them to solve their speaking impediments.

Different studies have been conducted by different researchers on speaking skills. For example, Fissaha (2006:11) entitled "Determinants of Classroom Interactions and Their Effects on students' participation in English as Foreign Language Classes. The result of his studies shows that students' and teachers' response are highly interrelated because of psychological, pedagogical, social and other related linguistic aspects. Adding to this, the researcher further indicates the personal value of the teachers and students, class room conditions, topics for discussions and the nature of intimacy are some of the problems indicated from the study.

In addition to, Jenenew (2006: VII) entitled "A Survey of Teachers' and Students' Roles Implementation in English as Foreign Language Speaking Classroom: a case study of grade 10 students two government Schools." His finding shows that many of the teachers have knowledge of the language communication but the actual implementation has its own problems and students also have lack of speaking due to many different reasons during the practical classroom participation. He also indicates in his study, group work discussion tasks are difficult to manage because of large class size and teachers' low level of experience.

Furthermore, one of the local researchers known as BiruhAssefa (2000) entitled "The Analysis of Factors That Affect Ethiopian Grade 11 Students' Speaking skill." He conducted the research on the similar of important topic. Thus, the present study is different from the other works of the local researchers in terms of setting and there is a gap between this study and her research. Mr. Biruh

Assefa's study focuses on wide area and gives attention on the nationwide factors that affect Ethiopian grade 11 Students' English language speaking. However, the present research focused on investigating factors affecting the practice of teaching speaking skills: with reference grade 10 students in English Language classroom in Eastern zone of Tigray particularly in Edagahamus comprehensive secondary school. Hence, the current research is distinct from the above mentioned research works and studies in terms of focus and setting and again there is no research work in the current selected place of this comprehensive secondary school.

1.3. Objectives of the Study

1.3.1 General Objective

The objective of this study was to explore the main problems that affect students speaking in English at grade 10 level at Edaga-hamus comprehensive secondary school, in Eastern of Tigray.

1.3.2. Specific Objectives

The specific objectives of this study were to:

1. Explore the factors affecting the practice of teaching speaking grade 10 students inside and outside the classroom.
2. Identify and interpret the most important factors that affect the learners' interest to speak in English.
3. Assess the extent personality factors that influence students from participating orally in English .
4. Identify the challenges of mode of teaching and teaching materials on developing the practice of teaching speaking skill.

1.4. Research Questions of the Study

1. To what extent are personalities factors influence students from participating orally in English?
2. What are the factors affecting the practice of teaching speaking skill in grade 10 students inside and outside the classroom ?
3. What are the challenges of mode of teaching and teaching materials on developing the practice of teaching speaking skill ?

4. How do identify and interpret the most important factors that affect students interest to speak in English language ?

1.5. Significance of the Study

The researcher believes that the findings of this study will give an advantage to language users who have effective access to it. The benefit of the study is to English language teachers and students with vital knowledge concerning for exploring teachers problems of teaching speaking skills. It helps increase the consciousness of teachers to implement their experience with the necessary skills to overcome problems that come across in teaching speaking skill. Furthermore, this study may be expected to fill the gap in review of related literature if its purpose is to investigate teachers problems of teaching speaking skill in grade 10 students. In addition to, the findings of this research may support to direct a few reasons at the teachers' weak sides and lack of strength in a language speaking skills. Perhaps, it may consist of a great significance for teachers to improve their way of teaching by considering the ability of speaking skill of the students. It also gives a lot of contribution for teachers to plan their way of communicating approach regarding to the interest and communicative style of the learners. Similarly, the study will intend to make educational administrators to create a favorable condition for facilitating the teaching -learning performance of the students and the teachers to develop teaching speaking skill through effective training continuously.

If these reasons are better for understanding the issues; eventually, other researchers will be able to conduct on the problems and try to work deeply on other research work for finding further helpful solutions for them on similar issues.

1.6. Scope of the Study

The scope of the study is restricted to investigate factors affecting the practice of teaching speaking skills in English language classroom with specific reference to grade 10 English language teaching speaking classrooms. Because the researcher predominantly believed that in order to manage well the study very carefully. Due to this reason, the study is confined and delimited in Eastern zone of Tigray in one wereda and particularly in Edaga-hamus Comprehensive Secondary School grade 10 students.

1.7. Limitation of the Study

The study would have been covered many more study areas looking at every detail to be effective than to be confined to a single comprehensive secondary School if it included other secondary schools in Eastern Zone of Tigray particularly in the study for similar factors. The main limitations of this study are shortage of time to exploit all means to carry out a complete research with all the target population. There were lack of access of computer and internet service.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.0. INTRODUCTION

This chapter discusses the views of different writers regarding speaking skill, definition of speaking skill, types of activities for classroom speaking skill, problems that hinder development of speaking skill classroom interpersonal relationship , affective elements and personality factors , role of teacher, role of learner, teachers and learners positive attitude, role of syllabus and role of teaching materials.

2.1. Different Views about Speaking Skills

As Brown and Yule (1989:5) suggested spoken language production, learning to talk in the foreign language is often considered to be one of the most difficult aspects of language learning for the teacher to help the students with. This is because of the language learning, which is the learner produces is, typically, evaluated by the teacher for its correctness, either with respect to pronunciation or grammar. Conventionally written language is given more attention than spoken skills Wilkins (1972:13).

On the other hand, according to Richards and Rodgers (1986:12), speech is considered to be the basis of languages. Of all the skills, speaking seems to be important as it is one of the most frequent means of interaction in the teaching learning process and it is suggested that people who know about certain language are referred to be ‘speakers’ of that language. Speaking can help students to express themselves, to define their thoughts, to negotiate relationships and to be aware of their world.

Oral practice is a natural part of a language skill, which may help the learners to develop the ability to understand and respond quickly Lewis, and Hill (1985:10). These scholars have confirmed that oral practice will be enhanced when the teachers give opportunities for their students to practice speaking through communicative tasks.

As brown (1994:8), stated speaking is an interactive process, which involves producing, receiving, and processing the information to construct meaning in the context of teaching- learning environment.

Compared to the other skills, teaching speaking skill is more demanding on the teaching activities of the teacher than the effort of other skills need (Rivers, 1981; Brown, Gillian Yule 1983; Jourdan, 1997).

These scholars have pointed out that teaching speaking is difficult task for the teacher to help his students. The main reason for this assertion is that a speaker of a language should listen to the partner with intention of understanding each other with in the target language.

In line with this, the ability to speak fluency needs not only one way process of language and its knowledge, but also the ability to process information and spontaneous reaction to what is spoken (Harmer, 2001:104).

Besides students spontaneous practice, teachers should be devoted to their works. As Brown and Yule (1989:13), stated the teachers need to be in confident position of possessing analytic tools which enable them to determine where the difficulty lies and help the students with it.

Speaking is a productive skill in the oral mode of communication. It is a powerful tool uses for communication and interaction with other peoples. It helps people to explain their ideas, feelings, opinions, exchange thoughts, negotiate and communicate interactively with one another. To strengthen this, the oxford dictionary define that speaking is nothing but the use of ordinary words to use and convey meaningful message. Besides, different researchers define speaking skill as follows. For example, Bygate (1987:4) defines speaking skill as which can be imitated and practiced by people.

Richards and Platt (1992:185) define for speaking skill of English in classroom as an interaction of the patterns for verbal and non-verbal communication and the type of social relationships which occur within the classroom. Due to this speaking skill is a powerful means of interaction mode of communication that uses for exchanging ideas. Flanders (1970:1) describes the act of teaching learning speaking skill leads to the reciprocal contacts between the teacher and students and the interchange itself is called teaching. In relation to this Malamah – Thomas (1987: VII) states: *Whatever pedagogic is taken, it is the speaking skill of interaction of the classroom, the assumption and the assignment of different kinds of participant role, in which materials between teaching and learning. Whatever pedagogic is taken, it is the*

speaking skill of interaction of the classroom, the assumption and the assignment of different kinds of participant role, in which materials between teaching and learning.

Whatever pedagogic is taken, it is the speaking skill of interaction of the classroom, the assumption and the assignment of different kinds of participant role, in which materials between teaching and learning.

2.1. Types of Activities for Classroom Speaking Skill

Activities should be designed to participate in form of communicative and interactive ways of the students in the class.

Lier (1988:31) states one of the most important assumptions about is that it presupposes participation, personal involvement and taking of initiative to some way. There are different activities in the classroom that take place during the speaking lesson through interaction. These activities can be categorized under two areas, accuracy and fluency. Lewis and Hill (1985:36) gave clear pictures of different practices of accuracy and fluency by stating:

Teachers should make clear to their students that in a practice which concentrated on accuracy all important mistakes will be corrected.

Regarding to this Byrne (1987:12) mentions the division of time between accuracy and fluency work, saying that at elementary level one will probably want to spend more time on accuracy work, in order to build up the learners' know-ledge of grammar and vocabulary as quickly as possible. In this case, the class work focus will be more on accuracy work than fluency work. At an intermediate level or advanced level; Byrne says the teacher will be able to spend much more time on fluency work.

In the practice of classroom speaking skill as interaction there are two approaches described by Byrne (1987:8). These are

<u>A</u>	<u>B</u>
----------	----------

Whole class	Pairs and groups
Teacher controlled	Learner oriented
Accuracy activities	Fluency activities

In Byrne’s view ‘these key points do not always go together in this way, to form a kind of approach to teaching and advises that one can use pair work for accuracy activities too.’

For example Callahan and Clark (1988:210) mention the following lists as participatory activities:

- | | | |
|--------------|---------------|----------------|
| Discussion | Forms | Role playing |
| Panels | Committees | simulation |
| Symposia | Small groups | Brain storming |
| Debates | Socio drama | Fishbowl |
| Round tables | buzz sessions | Jury trial |

2.2. The Problems that Hinder the Development of Students’ Speaking Skill

There can be different problems , but for the main purposes of this study the following are the major ones which are focused on.

2.2.1. Method of Teaching

Different researchers in the field of teaching in general and language teaching in particular, argue that the teacher’s skillful mode of teaching plays a great role in creating a suitable classroom climate. For example Allwright (1988:7) says ‘in foreign language class, inhibition and fear of participation may be experience unless the teacher is highly skillful and sensitive to his own teaching behaviors.’ This idea is supported by Rivers (1987:9) saying that

Teacher – directed and dominated classrooms cannot by their nature, be interactive classrooms, and this is what language teachers need to learn. Speaking skill of interaction can be two-way, three- way, or four-way, but never one way. There are the method of teaching has its own factor to the development of speaking skill in the classroom and outside the classroom.

2.2.2.. Presentation of the Lesson

How does the teacher present the lesson? Does he take much of the talk share? How does he behave when he teach lessons?

Allwright and Bailey (1994: XVI) stated a good teacher... 'Being a good classroom teacher is being alive to what goes on the classroom, alive to the problems of sorting out what matters, moment by moment from what does not.'

This implies the teacher should always be alive in what goes on the classroom and adjust his or her teaching accordingly in presenting the lesson.

As Rivers (1987:6) says 'teachers should not be looking for the one best method for teaching language lessons (for helping students learn languages),' but rather the writer advises to look at the most appropriate approach in a particular case.

Discussing the ultimate goal of language learning, Widdowson (1978:8) states that 'it will be generally acknowledged that the ultimate aim in language learning is to acquire communicative competence.

The aim of presenting the lesson in a flexible way has to be clear that is not to create perfect English speakers. But as Harmer (1983:1) expresses; it is to use the tool of the English to communicate. It is at this point Harmer emphasizes that it will be the job of the teacher to make sure that students can communicate with this limited amount of English.

Holliday (1994:161) argues that achieving an appropriate methodology depends on the learning what happens between people in the classroom.

The idea stated by the writer is, a teacher should be active and multi systematic to participate his students in interactive communicative.

Harmer (1983:223) says also: *The teacher needs to know and recognize different teaching techniques and stages the teacher needs to know the difference between accurate reproduction and communicative activities so that he does not, for example act as a controller in both cages.*

Describing communicative tasks will help students to get appropriate opportunity to participate actively and then to develop their speaking skill. It would be appropriate to conclude this section by citing what Legutke and Thomas (1991:54) described about communicative tasks:

First and for most, communicative tasks are under the control and initiative of the teacher who selects them, sets the aims of activities, states them, and moderate their effects and outcomes.

2.2.3. Classroom Organization

In order to facilitate the development of students' speaking skill, classroom active participation through interaction and communicative activities have to be run under effective classroom organization.

Discussing the importance of classroom organization and management Harmer (1983:33) stated that 'the well-prepared teacher will have good classroom management skills.' As to Harmer, this kind of teacher will have the ability to adopt a number of different roles, and will also have the ability to use different student groupings, which will enable him to maintain good discipline.

Different researchers indicate that the effective way to make students use the language is to organize them in different groups and pairs. Among these are for example (Broughton and Brumit 1980; Harmer 1983; Rivers 1987; Callahan and Clark 1988, Hunan and Lumb 1996).

Philips who first proposed the concept participation structure (1972) as quoted by Lier (1988:168) demonstrated a good example how organizing students in group motivates participation.

Although it is repeatedly said that class room organization, organizing group work is effective for free participation. There are different views regarding the number and composition of group members.

Byrne (1987:75) Says there is no magic number for grouping, but four to eight students in each is good general guide.

Harmer (1983:14) has similar with Byrne but he says this is not always the case and a lot depends on the activity being performed.

According to Legutke and Thomas (1991:56) researchers agree in general that the composition of small group has a decisive impact on its effeteness as a frame work for learning.

Regarding to group formation Callahan and Clark (1988:225) stated that saying the following:

Under most circumstances, the result of group work will be more productive if students can participate in groups of their own selection. However, there will be times when you will wish to assign students on the basis of some certain criterion. A student's self-selection over many months may not have included a certain kind of group process of project.

For the purpose of this study the interest is whether the teacher uses group work or not and to see how he organizes the class.

2.2.4. Error Treatment

In teaching learning process it is expected that errors can occur. Errors are sign of progress. One can learn from his mistakes and improve his knowledge of skill. But as expressed by Littlewood (1984:95)

‘Errors have traditionally been regarded as sign of failure on the part of both the teacher and the learner. Because of these making errors has led to a sense of demoralization.’ Now, however, as Littlewood farther stated ‘we realize more clearly that they represent the normal stages in the development of communicative skills.’

Nunan and Lamb (1996:68) strengthen this idea indicating that ‘more recently, the view has emerged that making mistakes is a healthy part of the learning process.

Correcting a student before giving him enough time makes a student lack an opportunity to correct himself and the teacher's intervene would undermine the communicative purpose. Regarding to this point common view is shared by (Rivers 1978, 1981) Harmer 1983 and Lier 1988).

That means during real speaking lesson through interaction in the classroom has to accept all kinds of opinion, and be tolerant of errors that the student makes will attempting to communicate. The teacher should be careful and systematic in giving feedback of errors.

2.2.5. Teacher Authority versus Learner Autonomy

When we mention teacher authority versus learner autonomy, it directly or indirectly can be related to the teacher and learner roles. Nunan and Lamb (1996:134) show their implication as follows:

The roles which teachers and learners choose to adopt, or have forced up on them by institutional constraints, curricular exigencies, or classroom materials and tasks, will have a critical bearing on the classroom atmosphere, patterns of communicative interaction, and ultimately student learning.

Different authors can use the term 'autonomy' 'in different interpretations. For example, Holec quoted by Tudor (1996:17-18), describes this term as it refers to various forms of independent or self-directed learning involving limited teacher intervention, generally outside a traditional classroom setting.' Holec says also in a qualitative sense, autonomy restates notions of awareness of learning goals, participation in discussion making, and personal of personal assumption of responsibility.'

Since this study focus on the development of students' speaking skill, the first meaning will be the concern. Thus when we say learner autonomy, in Tudor's expression, it is 'for helping learners to communicate with their language study in the self- directive manner.'

In the classroom speaking skill activity through communicative interaction as pointed by Flanders (1970:2) how the teacher uses his authority influences a pupil's independence and his feeling about trying to become more independent. Comeau (1987:57) says that 'The instructor-to-student relationship, unlike the student-to-student one, is based on superior knowledge and authority.'

Teacher authority versus learner's autonomy, as one of the problems that is likely to appear in the classroom and which may affect the improvement of speaking skill is also discussed by Widdowson (1990:187-8) as follows.

The dual functioning of the classroom encounter has a bearing on two related issues which are permanent in present debate in our profession. One of this is teacher authority. The other is learner autonomy. It is important to realize that the exercise of authority in speaking interaction is different from exercise of authority in transaction.

As widdowson stated, in speaking skill lesson interaction, the teacher as a 'professor' claims a superior and dominant position by virtue of a role which has been socially ascribed to him or her.

He further expresses that the teacher as prominent exercises authority in transaction by virtue of the achieved role of expert.

As opposed to teacher's authority, Widdowson argues that learner autonomy has its interaction and transactional aspects. 'In the transaction of language, therefore, it is necessarily restricted' and in the interactional autonomy that needs a careful he mentions group work as example.

Learner autonomy in group-oriented activity is also viewed by authors Legutke and Thomas (1991:246) 'teacher guidance and learner autonomy are two inseparable components of the task based language classroom.' But they express also that '...Indeed, the communicative classroom is by nature a group oriented entirely in that it focuses on how individuals can express themselves.'

2.3. Classroom Interpersonal Relationships

In describing classroom picture ,Widdowson says " The classroom should not just be perceived as physical surroundings only ; but also conceived as social space . " He calls the nature of teacher and learner role the sociology of the classroom .

Broughton and Brumfit (1980:22) discussing the nature of social interaction of speaking taking place in the classroom ask the following questions; what are the general atmosphere of the class? 'What is the relationship between the students and the teacher? What about between students to student? Is the speaking interaction lesson teacher dominated? These questions help us to know the nature of social interaction taking place and the dominant of the classroom.

2.3.1 Teacher Student Relation

What a teacher does in a classroom has an influence on his relation with the students. Since the study is about the factors that affect the practice of teaching students' speaking skill in Preparatory schools through teaching and learning performance. It is important to discuss about teaching and teachers personality. Clark and Starr (1967:79) wrote about 'Teacher's personality and classroom atmosphere in Preparatory school. They say the personality of the teacher does much to create the atmosphere of the class.

On the other side the teacher who can create a feeling of rapport with his pupils, there authors say usually has little difficulty. Therefore teacher contribution to the improvement of students' participation and communicative interaction in the classroom is the determinant factor.

Rivers (1981, 1989) comments that for natural use of any authenticity, the old, time honored authority structure of the teacher and student relation has to be broken down, and a relation of acceptance and equality established for which many teachers are not emotionally ready.' Rivers emphasizes that 'There must exist a relationship acceptance and equality between student and teacher and between student and student if genuine interactive communication is take place.' She also says 'Trust and confidence are the key words' (1981:52).

What Rivers emphasizes 'Trust and confidence' is also given a significant place by Clark and Starr. They express that 'since secondary school pupils are not children, although their action; will sometimes be childlike, the teacher has to show them that he has confidence in them.' They further state that the 'The teacher should also try to make the classroom a friendly place by his actions, rather than his words' (1967:81). These studies show that a teacher should be well disciplined and free for all students to create a good classroom atmosphere and to have full participation of students in his lessons especially in speaking skill development lesson. Due to this students are going to participate without any fear or shyness to their teachers because they think that their teacher is like their best friend and they can speak freely and fluently.

In order to help students during fluency work in classroom speaking lesson through interactive communication, Byrne (1987:54) suggests that how a teacher must behave with his students:

You can interact with the students... talk to the students... listen and respond their ideas you can tell them jokes and stories and get them to do the same... on these occasions you mustn't behave like a teacher-otherwise the students won't want to talk to you or to talk to one another while you are there.

2.3.2. Student to Student Relation

The interpersonal relation in the classroom is not only teacher student relation. As described by Comeau (1987:59-60) there are two major types of classroom communicative interaction student-to-student and instructor-to-student and further states that; 'student-to-student communicative interaction is based on peer relationships; and this allows the maximum degree of communication.

Having good intimacy and related friendship exposes to more communicative and interactive improvement of the speaking skill of students.

To strengthen the interpersonal relationship Malamah-Thomas (1987:57) has the same view indicating when and in what condition people communicate easily. As the writer suggests 'when people have little in common with each other they communicate only with difficulty.' Students then can communicate with less or no difficulty when they have good intimacy, common understanding, and related friendship among themselves. From Malamah-Thomas idea we can be concluded and understood that the relation with in the students themselves can be a factor that may hinder speaking ability in the classroom as well as outside the classroom.

2.3.3 Problem of Discipline

There is a particularly difficult problem in teacher pupil and pupil-pupil relation at secondary schools. This problem as to Clark and Starr (1967-79-80) is the pupils who develop a crush and hatred on the teacher. The writers advice that 'it is needless to say the teacher should avoid emotional involvement with any pupil.' The teacher should be well disciplined humorous and with good personality behavior. As described by Harmer (1983:7) adolescents 'are perhaps the most exciting students to teach, but they can also present the teacher with more problems than any other group.' In Harmer's words adolescents are often brittle or fragile. According to him 'The teacher should never forget that an adolescent needs to be seen in a good light by his or her peers' (Ibid).

Nunan and Lamb (1996:201) in their discussion about dealing with behavior problems state that the first thing that needs to be said on the matter of student behavior is that prevention is better than cure. This idea indicates teacher should be very systematic, imaginative, creative, and flexible with good personality, humorous and model organizer for his students' different behaviors. The teacher should create a smooth relationship with his students.

Harmer (1983:210-211) sees three possible reasons for discipline problems: the teacher, the student and the institution. According to Harmer among the three reasons that mentions, the behavior and attitude of the teacher is perhaps the single most important factor in a classroom; and this can have major effect on discipline. Therefore Harmer suggests that teachers should not probably do the following if they want to avoid problems. These causes of discipline problems

- Not to go to class unprepared, not to issue threats and not to give boring class.

There mentioned points help to ease discipline problem. If the discipline problems are avoided and removed, the classroom climate can be suitable for active communication and interaction to improve speaking skill by creating real context to the prepared and planned lesson.

2.4. Affective Elements and Personality Factors

Factors that hinder classroom communicative interaction and affect the development of students' speaking skill have to be taken in to consideration for better learning outcome.

There are different views given by different researchers about affective elements and personality factors. Concerning to this Stern (1983:375) says that affective elements and personality factors have received less attention. According to Stern affective elements and personality factors have great contribution for language learning improvement through the positive ones and impacts through the negative ones.

Understanding the problem of affective elements, Rivers (1989:22) expresses that 'sensitive teachers have always recognized that very important role tension, anxiety, and emotion play in communicating second language.' Rivers further states, 'unless students feel at ease with their teacher and follow students, and relaxed within themselves, they withdraw from expressing what they really think in another language as they would like in their own' (Ibid).

According to Brown (1994:135-147) has suggested about personality factors and affective domains like self-esteem, inhibition, risk-taking, anxiety, empathy and extroversion are determinant factors either to positive or negative language learning either of the two extremes.

Beebe cited in Brown (1994:401) stresses on risk-taking and says risk taking is important in both classroom and natural settings:

In the classroom, there ramifications might include a bad grade in the course, a fail on the exam, a reproach from the teacher, a smirk from a classmate, punishment or embarrassment imposed by one self. Outside the classroom, individuals learning second language face other negative consequences if they make mistakes. They fear looking ridiculous; they fear the frustration coming from a listener's blank look, showing that they have failed to communicate; they fear the danger of not being able to take care of themselves; they fear the alienation of not being able to communicate and thereby get close to other human beings. Per hops worst of all, they fear a loss of identity Beebe (1983:40)

All the mentioned suggestions are hindrances and factors that degrade the communicative interaction speaking skill of students.

2.4.1 Environmental Factors

Environmental factors, is it at home or outside school having direct or indirect influences and hindrances on language learning. This is true of classroom communicative interaction in hindering the development of students' speaking skill. As Malamah-Thomas (1987:57) expresses let alone the nearest environment area, even a country's climatic and economic status has an important effect on what goes on in the individual classroom.

The above idea shows that students who come from different areas have different problems related to their natural, environmental, social cultural, economic status, background knowledge of education, family status and remote areas may affect the students learning ability and capacity.

Describing the influence of environmental factors stern (1983:270) states.

... the home influences motivation and there by indirectly affects achievement; 'children with parents in higher status occupations receive greater parental support when they approach new learning experiences than do those with parents in lower status occupations.

Allwright and Bailey (1994:180) citing Hines (1967) state three possible sources of emotional information which result in different roles that an individual may take, two of them being the 'parent- those memories, rules and values learned in one's childhood and associated with authority figures, and the child – the memories and feelings associated with child hood dependency; in which these environmental factors can hinder the classroom interactive communication of speaking skill.

The stated suggestion shows that childhood under the control of the parents rules and regulations related to the environmental, societal values, culture, believes make the children dependent, inhabited from giving opinions what come to their mind not expose and practice freely hinders their speaking ability. Besides they lose confidence on their own personality.

2.4.2 Motivation and Attitude

It is accepted for most fields of learning that motivation is an essential to success. The same is true that those highly motivated and succeeded have high attitude. On the other hand those who

have less motivation or not motivated learners have low attitude and show failure. Due this motivation and attitude have high correlation. Harmer (2001:51) describes motivation as same kind of internal drive that encourages somebody to pursue a course of action. According Harmer motivation is of two types: extrinsic and intrinsic motivation. Extrinsic motivation is concerned with factors outside the classroom, and intrinsic motivation is concerned and may be limited and students may develop negative attitudes towards learning the language with what takes place in the classroom.

Nunan and Lamb (1996:202) stated that the high correlation of most studies report between motivation and achievement tell us that this correlation is taken as evidence that a highly motivated learners will do well in school. But they argue that the relation may be in the opposite direction from that which is commonly assumed.

As mentioned by Nunan and Lamb, (1996:202) Gardner and Lambert (1972) state that there are two types of motivation, instrumental and integrative motivation.

It seems that Gardner and Lambert have reached a conclusion that interactively motivated learners will do better than instrumentally motivated learners. Littlewood (1984:53) states the primary motive for learning a language is that provides a means of communication. He further states 'A... most likely to be drawn towards learning a second language if he perceives a clear communicative for it' (Ibid).

Nunan and Lamb (1996:216) say 'Attitudes toward the target language will also be colored by the environment in which the learning takes place. Citing an important example they further discuss 'foreign teachers working in high schools often complain about the difficulty of motivating their students because the students have no immediate need to use the language' (Ibid).

With regard to the teaching method communicative efficiency, motivation plays a great role. This fact stated by Harmer (1983:5) as follows:

... And the fact communicative value is being taught does not necessarily make the methodology communicative if there is an emphasis on controlled accuracy work... The method by which students are taught must have some effect on their motivation. If they find it deadly boring they will probably become not motivated where as if they have confidence in the method they will find it motivating.

Adding to what has been discussed so far in the above; Allwright and Bailey (1994:182) also show that motivation matter in class rooms. As to them the most motivated learners are likely to be the most receptive ones, at least as long as the teaching meets their needs. From the above suggested ideas, how and why students are motivated in the classroom to improve their speaking skill and how to get exposure outside the classroom will be the main as indicated by Harmer 1983;2001; Nunan and Lamb 1996; Little wood 1984 and Allwright and Bailey 1994).

2.4.3Anxiety

Brown (1994:141) stated ‘anxiety is almost impossible to define in a simple sentence.’ It is associated with feelings of utterance, frustration, self-doubt, apprehension, or worry.

As “a state of apprehension, a vague fear...” we all know what anxiety is and we all how experienced feelings of anxiousness.

The question is, how does this construct relate to second language learning? Any complex task we undertake can have elements of wonder if we will indeed succeed. Second language learning is no exception to a long list of complex tasks that are susceptible to our human anxieties Brown (1994:141)

The term anxiety itself may not create a good feeling when one comes across it. People may associate it with things that have negative effects. Allwright and Bailey (1994:172) understanding this say that ‘... despite the un pleasant association we may have with it, it is not necessarily a bad thing itself.’ They put the different types of anxiety that researchers have distinguished by labeling them as ‘debilitating anxiety’ which gets in the way, ‘facilitating anxiety’ which actually helps people to do better than they might otherwise. Debilitating anxiety they describe, ‘concrete a state fear...being reluctant to participate in the class room activities’ (Ibid).

Supporting this Tudor (1996:106) says ‘It is generally accepted that certain aspects of language learning can generate anxiety.’ Quoting Scovel, Tudor writes that ‘Anxiety is one of the most complex and elusive affective variables in L2 learning. Gardner quoted by Rivers (1989:109) speaks of anxiety in language class as one of the hindrance to motivation and achievement.

Up to a point, says Scovel quoted by Spolsky (1989:113-4) ‘an anxious learner tries harder; beyond this level, anxiety prevents performance.’ This idea is also confirmed by Little wood (1984:58) expressing that ‘if anxiety rises above a certain level, it is an obstacle to the learning process.’

In relation to this Allright and Bailey say ‘If a learner is particularly shy or anxious, teachers may have to work towards a generally more relaxed atmosphere before they can expect the learner to be willing to speak in public’ (1994:20).

2.5. The Roles of the Teacher

As with any other type of classroom procedure, teachers need to play a number of different roles during the speaking skill activities and lessons. The teacher’s role makes learners to be active participants in their speaking lesson to improve their fluency speaking skill. The main role of the teacher in learner-centered lessons should work as a facilitator, organizer, assessor, prompter, participant, resources, tutor, observer, controller, and feedback feeder (Harmer 2001:57-64).

As stated by Harmer the teacher’s role is to create a clear context of the lesson being a real model and flexible creator.

Harmer (2001:307) quoting Maley says that material use is a ‘complex trade between the three major elements in the equation: the materials, the teachers and the learners’ (1998:279). This indicates that the teacher, the learners and lesson of the materials should meet accordingly. Harmer (2001:308) stated about the usage of the materials the preparation of the lesson plan as follows:

Lesson plan is the art of combing a number of different elements in to coherent whole so that a lesson has an identify which students can recognize, work within, and react to – what metaphor teachers may use to visualize and create that identity. But plans-which help teacher, identify aims and anticipate potential problems are proposals for action rather than scripts to be followed slavishly, whether they are detailed documents or hastily scribbled notes.

According to Harmer a teacher needs to consider a number of crucial factors about the material fitness such as the language level of the students, their educational and cultural backgrounds, their likely levels of motivation and their different learning styles. Such know ledge is of course, more

easily available for the teacher what content and organization of the syllabus or curriculum he is working with material content and organization, what activities and tasks to perform, what language skills with students to develop, what language to introduce and how students learn, what contents to select and how to apply it practically through active participation of students is a determinant role of the teacher.

To consolidate the usage of lesson plan knowing the content of the material Harmer (2001:309-310) suggested saying that:

We teachers should carry with us not only the knowledge of the students, but also our belief in the need to create an appropriate balance between variety and coherence. With all of these features in mind we teachers can finally pass our thinking through the filter of practical reality, where our knowledge of classrooms we work in, the equipment we can use, the time we have available, and the attitude of the institution are work in all combine to focus our planning on what we are actually going to do.

The main aim of the writer is teachers should be creative and flexible with their teaching materials as being teachers in a position to move from pre- planning to panning itself.

2.6. The Role of the Learner

As to Allwright and Bailey (1991:139), many research findings on classroom teacher talk consistently show that teacher's talk covers between one half and three quarters of the talking done in the classroom. Most of the time, a teacher's talk is limited to 'structuring, soliciting, and reacting.' As indicated Allwright and Bailey, the remaining time is left for responding which is typically given as the students' roles. But learners should take more time to participate in the class as in pair, in groups and in the whole class form by discussion, role play, games, simulations, information gab, storytelling, interviews, and story completion, reporting activities to improve their speaking skill.

To have a great role of learners, motivation is believed to be the causes of behavior to be manifested in certain particular may, 'our motives thus the reasons why we encourage in the same behaviors

and not in others. They are what initiate behavior and what direct it' Lefrancois (1991:336). It would sound that what teachers should bear in mind during classroom speaking lesson presentation is that motivation can play a special role in improving the learners' ability to produce the target language; otherwise, they may not gain confidence to involve in a better speaking skill performance, and many remain quite or lose interest to speak in front of others.

With regard to this point Dobson (1974:15) has stated:

A primary responsibility of the teacher is to revive motivation without strong motivation, students will fail in their attempts to bridge the gap between the manipulative and communicative phase of language learning and their hopes of speaking English fluency will never be realized.

2.7. Teacher's and Learners' Positive Attitude

It is expected from the teacher to arouse his students' interest and motives to interact communicatively to express their feelings whenever possible. He should give appropriate attention to every classroom speaking attempts, and be curious enough to generate peer comments or reactions on a given topics of activities. In the words of Dobson (1974:15) the idea is put as:

Your own personality and outlook may provide students with fresh motivation. If you have a genuine interest in the students and their welfare, if you smile often, and give praise where deserved, if you are responsive to students' difficulties, and if you show faith in their abilities, they will try harder to succeed0. in speaking English.

It is therefore, important to develop positive attitude and expectation towards students' efforts to speak in the target language.

Moreover, prodromou (1992:63-41) has made clear that the nature of teacher-student relationship is among the determinant variables that can either facilitate or hinder the success of classroom interactive communication. If a teacher tries to establish friendly and positive attitude towards his students; and if he values all his students as potential elements of the learning process; and if he is ready to involve in group discussion just as a participant to facilitate the group's conversation and negotiation of meanings when the time needs; then, the class will gain the interest and confidence to actively participate in the class lesson and will have expose their ideas outside the classroom with their friends.

2.8. The Role of Syllabus

A syllabus is a general content and outline of a learning-teaching material. As Harmer (2001:295) states, syllabus design concerns the selection of items to be learnt and the grading of those items into an appropriate sequence. When designing a syllabus, items to be included have to be considered based on the learner's need and level of knowledge. To strengthen this Reilly, Tarey(1988)states:

A language teaching syllabus involves the integration of subject matter (what to talk about) and linguistic matter (how to talk about it); that is, the actual matter that makes up teaching. Choices of syllabi can range from the more or less purely linguistic, where the content of instruction is the grammatical and lexical forms of the language, to the purely semantic or informational, where the content of instruction is some skill or information and only incidentally the form of the language.

The choice of a syllabus design is a major decision in language teaching, and it should be made as consciously and with as much information as possible so as to achieve the desired objectives.

A syllabus should clearly state the topic of each unit, specific objectives to be achieved, the language items to taught, the periods needed to teach each unit and suggestions of methodology to be employed, teaching aids to be used and evaluation techniques to be applied in each section in each unit as it is the basic for the development of student text book and teacher's guide and the preparation of exams. To enhance learner's speaking skills, generally a syllabus design that gives focus to communicative and interactive activities should be chosen.

Communicative Syllabus Design provides a model for specifying the syllabus content relevant to the needs of different types or groups of English language learner.

2.9. The Role of Teaching Materials

It is obvious that going to class with unprepared or without referring to the necessary teaching materials cannot be recommended or accepted in any way. Harmer (2001:307) Stated as follows:

The crux of the matter is that how to use the syllabus or a text book; how to present it depending on the actual classroom setting; how to access and exploit students' resources and make it move hand in – hand without any contradicting or ignoring either the text books' or students' contribution.

It has been repeatedly stated by different researchers and scholars that what needs due attention in English as a Foreign Language class is how to handle and make use of the dynamic or unpredictable classroom interaction resulting from the interplay between or among the potential classroom participants (Prodromou 1992; Richards and Lockhart 1994; Allwright and Bailey 1991; Malamah –Thomas 1987).

According to Richards and Lockhart (1994:154), teachers should be aware of that it is difficult or even dangerous to neglect or under due attention to the lesson or the teacher or the students' roles in communicative 'interaction classroom.

Again, quite convincingly, it is a mistake to say that classroom must not operate in line with pre-specified lesson or syllabus, or does it sound practically logical to say that it is the predetermined teaching methods that determine the working behaviors of the classroom activities.

The interactional dynamics of a lesson, thus, be viewed as resulting from interplay between the teacher's be viewed as resulting from interplay between the teacher's and the learners' interactional styles, the moment-to moment demands of interaction, the grouping arrangements that have been set up to facilitate teaching and learning (Ibid).

This is mainly because the immediate classroom context may create better conditions for appropriately of language use (prodromou 1992: Bygate 1987; Byrne 1987) if it is exploited properly.

On the other hand, Allwright (1981), in Hedge (200:36), argued that text books mainly focus on teaching process perhaps at the expense of emphasis on the learning process; and this may lead to "teacher overload 'and' learner under involvement". However, as Allwright, what sounds reasonable is giving due attention to the actual classroom process.

In addition, Nunan 1988; Littlewood 1984; Allwright and Bailey 1991 have revealed that it is real class room activities and climate that can have the potential to signal suitable teaching learning process.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3. The Research Design

The researcher mainly used and focused on the descriptive survey method for this study. The method is chosen intentionally because a descriptive survey is an appropriate method to explore the main factors that affect the practice of teaching speaking skills. Furthermore, the method is consistent for describing what is occurring currently and what is gathering the important information.

3.1. Research Setting

The researcher conducted her study in Edaga-hamus Comprehensive Secondary School which is found in Eastern Zone of Tigray particularly in Grade 10. The researcher selects this high school because of her familiarity with the high school community and the teachers. The reason for selecting this school is the current researcher observed many different factors in teaching speaking skills in English language generally and in grade 10 preparatory school students particularly.

3.2. Data Collection method Instruments

Interviews, classroom observation, and questionnaires are used to collect the data. The purpose of data gathering information is to explore the main factors that affect the practice of teaching speaking skills. The researcher administer the questionnaires and distribute them to the student respondents.

3.3. Sample size

In Edaga-hamus Comprehensive Secondary School there is about 9 English language teachers with total population of the school who are teaching English language at different levels from grades 9th-12th at this year in 2015 E.C and by considering this situation, the researcher selected 2 English language teachers who teach only in grade 10 comprehensive secondary school students. Because they are the target population of the study project in this grade level.

Section 10A	Section 10 B	Section 10 C
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M= 19	M= 16	M= 20
F= 17	F= 18	F= 20
T= 36	T= 34	T= 40

Totally 110 students involved in the language teaching-learning process. Thus, 110 (100%) learners are taken as target population of the study in the proposal. However, after months, four female students drop out of the school. Hence, 106 students attended school then the researcher took for all of them. The first reason is that they are not too large to administer them and the second reason is that the researcher believes the benefit is to collect reliable data from all student participants better than taking a small number of subjects.

3.4. Sampling Technique

For teachers, the researcher uses the purposive sampling method in which the 2 English language teachers of preparatory school are involved. All of 106 grade 10 students were the participants of the study. Purposive sampling method best meets objectives of the study.

3.5. Tools of Data Collection

classroom observation, oral interview questions, and questionnaires are used in order to achieve the objective of this study. Thus, the researcher organized these tools of data gathering instruments for the purpose of obtaining relevant information for its reliability of the study.

3.5.1. Students' Questionnaire

The researcher administer the questionnaires and distribute for 106 students to gather data. Because questionnaires are instruments used to collect the relevant data of information. Therefore, close-ended and open-ended questionnaires are distributed to them in order to obtain relevant information.

3.5.3. Teachers' Interview

The 2 English language teachers are interviewed through the interview questions. The interviews help the researcher to cross check the result of the classroom observation in the real situation. Items are open-ended questions.

3.5.4. Classroom Observation

Observation is an instrument that shows the real situation of the learners' performance and the actual works of the teachers' role in the classroom. The researcher make round Classroom observations .An observation check list was prepared in advance and was gathered carefully.

3.6. Data Analysis and Methods

Once the data were collected using the 3 instruments from the target population , the raw data were tabulated and analyzed by simple descriptive statistics such as frequency, percentage using SPSS for the quantitative questionnaires but classroom observation and interview are described qualitatively.

Eventually , the conculusions and recommendations were forwarded based on the findings.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF RESULTS

4.Introduction

The data collected questionnaires were analyzed and interpreted through SPSSV-20 (Stastical Package for Social Science), is powerful based program that can be used to perform data analysis. SPSS is capable of handling large amount of data and can perform all of the analyses needed in social science studies and displays results below in each table.

4.1. Students Questionnaires

Table4 .1 .1 Students response to the activity attractiveness of the text book

Item	Respon ses	Freque ncy	Percent	Valid Percent	Cumulative Percent
1. The activities of the lesson topic of text book are attractive to motivate students speaking practice.	SA	2	1.9	1.9	1.9
	A	4	3.8	3.8	5.7
	U	30	28.3	28.3	34.0
	DA	45	42.5	42.5	76.4
	SD	25	23.6	23.6	100.0
	Total	106	100.0	100.0	

No	Item	Degree of Agreement											
		SA		A		U		DA		SDA		Sum	
		F	%	f	%	F	%	F	%	f	%	F	%
1	The activities of the lesson topic of text book are attractive to motivate students speaking practice.	2	1.9	4	3.8	30	28.3	45	42.5	25	23.6	106	100

The first item asked how lesson topic activity of the text book is attractive to motivate the learners. Less than half 45(42.5%) of the respondents disagreed on the text book attractiveness and its motivation. Less number of the participants 30 (28.3%) showed nothing whether the text book is interesting to motivate them effectively or not. 25(23.6%) of the participants said and strongly disagreed that the activity of text book is not attractive to motivate and create an interest of the

students. 6 (5.7%) of the respondents said the textbook was attractive to show an interest of students.

To summarize, the vast majority 70(66.1%) of respondents replied that English text book has no attractiveness to motivate students in the practice of teaching speaking skills in classroom atmosphere.

Table.4.2. Students' Response if the text book relates with their background knowledge

Item	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
2. The textbook incorporates what students know with their background knowledge experience.	SA	16	15.1	15.1	15.1
	A	22	20.8	20.8	35.8
	U	11	10.4	10.4	46.2
	DA	41	38.7	38.7	84.9
	SD	16	15.1	15.1	100.0
	Total	106	100.0	100.0	

No	Item	Degree of Agreement											
		SA		A		U		DA		SDA		Sum	
		f	%	F	%	F	%	f	%	f	%	f	%
2	The textbook incorporates what students know with their background knowledge experience.	16	15.1	22	20.8	11	10.4	41	38.7	16	15.1	106	100

The second item, of the participants 41(38.7%) disagreed on the text book incorporation what students know with their background knowledge. However, some other 22(20.8%) subjects agreed that the textbook can relate and incorporate what students know with back ground. Further participants of 16 (15.1%) also strongly agreed on the above concept of the item. Uniquely, 11(10.2%) subjects were undecided with their background knowledge of the students. On the other hand 16(15.1%) strongly agreed the students with the item.

To sum up, the second item, nearly more than half of the subjects 57(53.8%) focused on disagreement of the given item. Thus, there is a gap between the text book incorporates with the students' background knowledge experience. Thus, there is a gap between the text book incorporation with the students' experience.

Table.4.3. Students’ Response to access of teaching aids and Suitability of learning styles and Participation

Item	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
3.The access of teaching aids is suitable for different learning style of students’ participation in speaking.	SA	12	11.3	11.3	11.3
	A	16	15.1	15.1	26.4
	U	7	6.6	6.6	33.0
	DA	57	53.8	53.8	86.8
	SD	14	13.2	13.2	100.0
	Total	106	100.0	100.0	

No	Item	Degree of Agreement											
		SA		A		U		DA		SDA		Sum	
		f	%	F	%	f	%	f	%	f	%	F	%
3	The access of teaching aids is suitable for different learning style of students’ participation in speaking.	12	11.3	16	15.1	7	6.6	57	53.8	14	13.2	106	100

Item 3, of the respondents 57(53.8%) disagreed with the access of teaching aids and suitability of different learning style of the students’ participation in speaking. On the contrary, of the respondents, 16 (15.1%) agreed with the access of teaching aids and suitability of different learning styles of language teaching speaking. In addition to, 12(11.3%) subjects also strongly agreed on the learning style.

However, 14(13.2%) respondents strongly disagreed with the suitability of teaching aids.

7(6.6%) respondents were undecided. From the above table, one can conclude that. 71(67%) respondents of the item showed the access of teaching aids is not suitable for different learning style based on the above data.

Table.4.4. Students’ Response on Tasks to Improve the Speaking Skills

Item	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
4. The textbook has enough tasks to develop students speaking skill.	SA	10	9.4	9.4	9.4
	A	21	19.8	19.8	29.2
	U	-	-	-	-
	DA	30	28.3	28.3	57.5
	SD	45	42.5	42.5	100.0
	Total	106	100.0	100.0	

No	Item	Degree of Agreement											
		SA		A		U		DA		SDA		Sum	
		F	%	F	%	f	%	f	%	f	%	F	%
4	The textbook has enough tasks to develop students speaking skill.	10	9.4	21	19.8	-	-	30	28.3	45	42.5	106	100

Item 4, asked and 45(42.5%) of the respondents replied the response of strongly disagree that the text book did not include sufficient tasks to develop students speaking skills. The same is true 30(28.3%) of the subjects said disagree again for tasks to improve the learners’ speaking ability. Relatively 21(19.7%) of the participants agreed that the text book has ample tasks to improve the students speaking skill. Besides, 10(9.4%) of the participants agreed enough tasks of the text book to promote the learners speaking skill.

To conclude, the majority of the respondents replied that the text book has no enough tasks to develop students’ speaking skill. Hence, this show, the text book has lack of tasks to enhance the speaking skill of the students.

Table.4.5. Students’ Response on creating interest and motivation of the textbook

Item	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
5. The textbook creates interest and motivation to enhance my speakingskill.	SA	6	5.7	5.7	5.7
	A	31	29.2	29.2	34.9
	U	3	2.8	2.8	37.7
	DA	36	34.0	34.0	71.7
	SD	30	28.3	28.3	100.0
	Total	106	100.0	100.0	

No	Item	Degree of Agreement											
		SA		A		U		DA		SDA		Sum	
		F	%	F	%	F	%	f	%	f	%	f	%
5	The textbook creates interest and motivation to enhance my speaking skill.	6	5.7	31	29.2	3	2.8	36	34	30	28.3	106	100

The fifth item asked again 36(34%) of the respondents disagreed that the text book creates nothing an interest and motivation to enhance their speaking skill. Similarly, 30 (28.3%) of the subjects also strongly disagreed. This leads lack of interest and motivation of their speaking skill

However, 37(34.9%) of the subjects agreed that the text book creates interest and motivation. Briefly, the majority 66(62.3%) participants were disagreed generally on the interest and motivation of the text book to enhance their speaking skill

Table.4.6. Students' Response based on fully Support of text book

Item	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
6. The textbook fully helps me to develop my speaking skill.	SA	-	-	-	-
	A	22	20.8	20.8	20.8
	U	20	18.9	18.9	39.6
	DA	29	27.4	27.4	67.0
	SD	35	33.0	33.0	100.0
	Total	106	100.0	100.0	

No	Item	Degree of Agreement											
		SA		A		U		DA		SDA		Sum	
		F	%	F	%	f	%	f	%	f	%	f	%
6	The textbook fully helps me to develop my speaking skill.	-	-	22	20.8	20	18.9	29	27.4	35	33	106	100

Item 6, 22(20.9%) respondents agreed on the text book fully helps them to develop their speaking skill. Others, 20(18.9%) subjects said undecided. On the other hand, 46(60.4%) respondents strongly disagreed that the text book never fully helps them to develop their speaking skills. Therefore, most of the respondents did not get full of support from their text book in the practice of teaching speaking skills

4.2. Task Related Factor

Table.4.7. Students' Response on tasks providing important encouragement of speaking

Item	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
7. The tasks provided are significant to encourage learners to speak in English in and outside the classroom.	SA	3	2.8	2.8	2.8
	A	12	11.3	11.3	14.2
	U	10	9.4	9.4	23.6
	DA	55	51.9	51.9	75.5
	SD	24	22.6	22.6	99.1
	Total	106	100.0	100.0	

No	Item	Degree of Agreement											
		SA		A		U		DA		SDA		Sum	
7	The tasks provided are significant to encourage learners to speak in English in and outside the classroom.	f	%	F	%	f	%	f	%	f	%	f	%
		3	2.8	12	11.3	10	9.4	55	51.9	24	22.6	106	100

Item 7, asked how the tasks provided are significant to encourage students, 55(51.9%) of the respondents said disagree and the tasks provided rarely to the students to encourage them to speak in English in and outside the classroom. 24(22.6%) of them replied similar responses.

Others 15(14.1%) of the subjects said learners encourage to speak in English in and outside classroom. A few number 10(9.4%) respondents said undecided in the importance of the tasks provided. To make it concise, 79(74.5%) of the vast majority of the respondents have a negative reply by saying disagree on task provided and that tasks have no power to encourage students.

Table.4.8. Students' Response with challenges of activities

Item	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
8. Most of the speaking activities are difficult to the level of the students to perform them easily.	SA	43	40.6	40.6	40.6
	A	32	30.2	30.2	70.8
	U	11	10.4	10.4	81.1
	DA	16	15.1	15.1	96.2
	SD	4	3.8	3.8	100.0
	Total	106	100.0	100.0	

No	Item	Degree of Agreement											
		SA		A		U		DA		SDA		Sum	
		F	%	F	%	F	%	f	%	f	%	f	%
8	Most of the speaking activities are difficult to the level of the students to perform them easily	43	40.6	32	30.2	11	10.4	16	15.1	4	3.8	106	100

Item 8 again asked and 43(40.6%) participants agreed that less than half of them consider the level of the students to perform the speaking activities easily was very difficult with their capacity. In addition to, 32(30.2%) also responded that most of the activities were challenging to practice them simply in a classroom. However, 20(18.9%) respondents agreed and said that the activities were relevant with the level of the students to perform them easily in a room class.

To summarize, 75 (74.8%) of the student respondents said that most of the speaking activities were difficult and challenging to perform them easily with the level and capacity of the learners.

4.3. Method Related Factors.

Table.4.9. Students' Response Regarding on the Method of Teaching

Item	Response	Frequency	Percent	Valid Percent	Cumulative Percent
9. Our English teacher always uses student-centered method of teaching to develop speaking skill.	SA	7	6.6	6.6	6.6
	A	13	12.3	12.3	18.9
	U	10	9.4	9.4	28.3
	DA	56	52.8	52.8	81.1
	SD	20	18.9	18.9	100.0
	Total	106	100.0	100.0	

No	Item	Degree of Agreement											
		SA		A		U		DA		SDA		Sum	
		F	%	F	%	F	%	f	%	f	%	f	%
9	Our English teacher always uses student-centered method of teaching to develop speaking skill.	7	6.6	13	12.3	10	9.4	56	52.8	20	18.9	106	100

Item 9 indicated that 56(52.8%) respondents replied that their English teacher never used student-centered method of teaching to improve the speaking skills. Moreover, 20(18.9%) respondents also added similar ideas with the above first information. On the one hand, 20(18.9%) respondents agreed by saying the teacher used student centered method of teaching.

10 (9.4%) respondents said nothing on the teaching methods. To deduce, 76(71.7%) more than half of the respondents conclude that teacher had never used student-centered method of teaching to develop the skill.

Table.4.10. Students' Response on employment Method of the teacher

Item	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
10. The teacher always employs teacher-centered method while we are learning English.	SA	31	29.2	29.2	29.2
	A	48	45.3	45.3	74.5
	U	10	9.4	9.4	84.0
	DA	10	9.4	9.4	93.4
	SD	7	6.6	6.6	100.0
	Total	106	100.0	100.0	

No	Item	Degree of Agreement											
		SA		A		U		DA		SDA		Sum	
		f	%	F	%	F	%	f	%	f	%	f	%
10	. The teacher always employs teacher-centered method while we are learning English.	31	29.2	48	45.3	10	9.4	10	9.4	7	6.6	106	100

Item 10 asked 48 (45.3%) of the respondents strongly agreed that the teacher always used and employed a teacher centered method when they were learning English language in the class room.

Besides

31(29.2%) participants of the study said that most of the time the teacher depended on the lecture method during teaching speaking skills. Some other 17(16.0%) subjects totally disagreed that means when students were learning English the teacher did not always use the teacher centered method in the process of language teaching speaking skills. On the one hand, 10(9.4%) respondents said un clear stand on the given item in the above. Generally, to organize the idea, the big number of respondents more half of the subjects that are 79(74.5%) responded that most of the time the teacher employed traditional method of teaching to cover each topic under each chapter in teaching process.

4.4. Student Related Factors

Table.4.11. Students’ Response at expressing Ideas Openly

Item	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
11. All the students express their idea freely when they learn English.	SA	7	6.6	6.6	6.6
	A	17	16.0	16.0	22.6
	U	10	9.4	9.4	32.1
	DA	43	40.6	40.6	72.6
	SD	29	27.4	27.4	100.0
	Total	106	100.0	100.0	

No	Item	Degree of Agreement											
		SA		A		U		DA		SDA		Sum	
		F	%	F	%	f	%	F	%	f	%	f	%
11	All the students express their idea freely when they learn English.	7	6.6	17	16	10	9.4	43	40.6	29	27.4	106	100

Item 11, of the respondents, 43(40.6%) said disagree meaning when they learn English all students were unable to express their ideas openly and freely in the practice of teaching speaking. In the same way, 29(27.4%) of the students were strongly disagreed in the given item. Oppositely, 24(22.6%) of them agreed and said almost all students could explain their ideas freely in English language teaching speaking. Totally, 72(68.0%) respondents disagreed that greater number of students had a problem of speaking English in a class room discussion.

Table.4.12. Students' Response Regarding the shyness

Item	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
12. Most students are shy to speak English in the classroom.	SA	31	29.2	29.2	29.2
	A	50	47.2	47.2	76.4
	U	-	-	-	-
	DA	14	13.2	13.2	89.6
	SD	11	10.4	10.4	100.0
	Total	106	100.0	100.0	

Here in item 12, 50(47.2%) half of the respondents replied that most of the students were shy to speak in English in the actual classroom. Furthermore, other 31(29.2%) subjects also added that students showed shyness of speaking in English in the real class room situation in learning.

On the other hand, 25(23.6%) disagreed on the contrary all of the learners did not have shyness to speak English in a class room. At end to summarize, 85(76.4%) a large majority of respondents said that most of the students have a problem to speak in English language teaching speaking in the class room.

Table.4.13. Students' Response on Interest and Motivation

Items	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
13. All the students are motivated to speak English in and outside the classroom	SA	4	3.8	3.8	3.8
	A	16	15.1	15.1	18.9
	U	9	8.5	8.5	27.4
	DA	43	40.6	40.6	67.9
	SD	34	32.1	32.1	100.0
	Total	106	100.0	100.0	

Item 13, asked and 43(40.6%) respondents replied with disagree responses which shows that to speak English in and outside the class room all students were not motivated effectively.

Additionally, 34(32.1%) subjects of the study responded using strongly disagree that all the students were not really motivated to speak English in and outside the classroom. Some other 20(18.9%) participants agreed that all learners are motivated to speak English inside and outside the classroom. 9(8.5%) said undecided response on the given item.

Briefly, more than half 77(72.7%) of the participants responded that most of them had not been motivated to speak English in and outside the class room.

Table.4.14. Students’ Response on Making Mistakes and Discouragement

Item	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
14. When I made mistake or error in speaking English lesson my teacher discourages me.	SA	3	2.8	2.8	2.8
	A	18	17.0	17.0	19.8
	U	24	22.6	22.6	42.5
	DA	22	20.8	20.8	63.2
	SD	39	36.8	36.8	100.0
	Total	106	100.0	100.0	

Item 14 again asked and 39(36.8%) respondents strongly disagreed and said that when students made mistakes or errors in speaking English lesson their teacher did not discourage them during teaching speaking. Furthermore, 22(20.8%) responded that the same is true the teacher never discourages them when they made mistakes. Distinctly, 24(22.6%) said nothing due to the fact that they were neutral. On the other hand, almost 18 (17. 0%) said agree and a few 3(2.8%) also replied by saying strongly agree. Therefore, any one can say most of 61(57.6%) participants responded that when they made mistakes or errors in speaking English lesson their English teacher never discouraged them.

4.5. Teacher Related Factors

Table.4.15. Students' Response on Teacher's Preparation for the Lesson

Item	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
15. The teacher does not come to the classroom well prepared so as to encourage students.	SA	8	7.5	7.5	7.5
	A	18	17.0	17.0	24.5
	U	28	26.4	26.4	50.9
	DA	37	34.9	34.9	85.8
	SD	15	14.2	14.2	100.0
	Total	106	100.0	100.0	

The above table 15, asked and the highest frequency 37(34.9%) respondents said disagree which shows the teacher came to school the class room well prepared in order to encourage students. 15(14.2%) said strongly disagree, meaning the teacher never came without any preparation to encourage the learners. Differently, 28(26.4%) said nothing new, they were undecided. On the one hand, 18(17.0%) responded saying agree with the given concept of the item and similarly 8(7.5%) replied strongly agree. To conclude, the researcher can say that 52(49.1%) respondents generally said the teacher did not come to the class room without well preparation of the lesson to encourage learners.

Table.4.16. Students' Response on the Relationship of both Students and Teachers

Item	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
16. The friendly relationships with my teacher help me to speak in English in and outside the classroom.	SA	-	-	-	-
	A	25	23.6	23.6	33.0
	U	8	7.5	7.5	40.6
	DA	50	47.2	47.2	87.7
	SD	13	12.3	12.3	100.0
	Total	106	100.0	100.0	

Item 16 asked them and 50(47.2%) of the respondents said disagree in the given statement that the friendly relationships with their teacher did not help them to speak English in outside the class room. At the same time 13(12.3%) subjects of the study also said strongly disagree with similar opinions. Other 25(23.6%) of respondents said agree and they believed that a friendly relationship with their teacher support them to speak English in and outside a class room. 10(9.4%) of them said strongly agree that and they hoped close relationships help them speak English. A few 8(7.5%) respondents were undecided on the statement.

Based on the above information table, the researcher can conclude that 63(59.5%) responded that they believed a friendly relationships with their teacher could not assist to speak English they said

Table.4.17. Students' Response to Teacher's asking Questions Tendency

Item	Resp onses	Freque ncy	Percen t	Valid Percent	Cumulative Percent
17. The teacher always asks questions only for the few active students.	SA	16	15.1	15.1	15.1
	A	41	38.7	38.7	53.8
	U	-	-	-	-
	DA	35	33.0	33.0	86.8
	SD	14	13.2	13.2	100.0
	Total	106	100.0	100.0	

In this item 17, of the respondents, 41(38.7%) of them agreed that the teacher always asked questions only for few active participant students and gave them more opportunity than other learners. Also 16 (15.1%) subjects strongly agreed and supported this idea that was acted by the teacher. Opposite of that, 35(33.0%) of the respondents said disagree and the teacher never asked questions only to the fast participant students in teaching the skill and 14(13.2%) responded at strongly disagree by saying the teacher always never asked questions only for active learners.

To conclude, 57(53.8%) responded that more than half of the subjects considered the teacher always gave more chances and opportunities to the active students when teaching speaking in the class room. So, this leads negative impacts up on the middle and low learners in the classroom.

Table.4.18. Students’ Response of teacher’s Motivation.

Item	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
18. When the teacher motivates me; I participate to speak in English in and outside the classroom.	SA	64	60.4	60.4	60.4
	A	28	26.4	26.4	86.8
	U	-	-	-	-
	DA	14	13.2	13.2	100.0
	SA	-	-	-	-
	Total	106	100.0	100.0	

Item 18, asked, of the total respondents the majority 64(60.4%) said only strongly agree that they needed to participate to speak in English in the class room if the teacher motivated them actively. Other additional respondents 28(26.4%) them replied that motivation made them more active participant in the practice of teaching speaking skills. On the contrary, 14 (13.2%) of them responded that they take part in speaking the language in teaching skill without a teacher’s motivation.

According the data, the researcher concluded that 92 (86.8%) responded by saying that motivation of a teacher is very important to participate in speaking English language in and even outside.

4.5 Analysis and Interpretation of Teachers Interview

In order to gather information regarding teachers view on teaching speaking skills, teaching method they employ, role of personality factors and speaking activities based on the eleven items.

4.5.1 Adaptability of the Syllabus

In item1, the 2 English language teachers were asked the syllabus’s adaptability to different learning style. One teacher said the syllabus is somehow adaptable to different learning styles unlike the other interviewee replied that the syllabus is not fully suitable for some learning styles, particularly through interactive teaching.

Both said that although syllabus is adapted to different learning styles they have a problem in implementing the syllabus as they are used to the old way of teaching with exam focus on grammar rules rather than on the practice of teaching speaking skills. For instance, one interviewee said as:

We are not trained more to adapt it well to different learning styles like debating, discussions with other interactive activities that help students to improve their speaking skills.

Mostly the respondents also believed that they lacked capacity to carry on the teaching speaking activities of the text book effectively. One answerer strengthened by saying:

I think the syllabus is adaptable to different learning styles. The factor is that we teachers did not get the necessary trainings to adapt the syllabus into the student-centered teaching method. Hence, we persist on with traditional method which is familiar and simple to us.

To conclude the factors, the interviewee teachers considered that the big issue relies on the teachers being not shaped by the communicative mode of teaching. The teachers used teacher-centered approach for many years rather than student-entered method. Another reason is that students mostly focus on exam outcomes and these exams asked grammatical ability.

4.5.2. Applicability of Text Book to Different Teaching modes

Item2, the 2 interviewees were asked about the text books adaptability to different styles of teaching and one interviewee stated:

The contents in the text book are mostly not relevant to when weighed with the consideration of learners have less interest in the practice of teaching speaking activities. The second replied:

The contents in the text book are mostly grammar rules and reading comprehensions. Furthermore, the speaking contents in the text book are repetitive and out of the level of the target students.

According to the responses and results of interviewing, the text book hugely focused on grammar rules and speaking activities are out of the level of the students and they did not practice them.

4.5.3 Contribution of Text Book for Developing Students Speaking Skills

Item3 teachers were asked if the text book fully help them to develop speaking skills. One said:

There is no authentic and other useful helping materials which could help us teach the lessons efficiently. Another respondent elaborated as: The speaking activities do not invite effective authentic materials which could help students get better exposure and the learners mainly focus on grammar parts as they are the ones who appear on the exam.

The responses indicated that the text book were not effective enough to help students communicate in English. The speaking tasks are less related to what students know and the text book does not encourage students to read other additional helping references like newsletters, magazines, and newspapers which can support them to have a better exposure to their surroundings.

4.5.4 Motivational Level of the Speaking Activities

Item 4 asked the interviewee, how students were motivated by speaking tasks on the practice of teaching speaking skill. The response of the 2 teachers showed that the activity were unable to motivate and initiate for speaking. One interviewee teacher replied as:

A teacher has to be creative to make activities interesting as the activities are not organized well in a logical sequence ordered from simple to complex and from known to unknown.

Moreover, another teacher said: *“The speaking activities are not motivating and attracting to students to practice them; rather they focus on receptive skills like reading and listening. The speaking activities are sometimes repetitive and students feel uninterested with the repetition.*

To deduce based on the above analysis, the speaking activities are not motivating and encouraging to students to make interactive communication.

4.5.5 Suitability of Speaking Activities for Discussion

Item 5, interviewees were asked if the speaking activities were suitable for pair and group discussion. One interviewee said : *Only a small number of students in the classroom who are top achievers cope with the activities, hence, groups work or pair’s works that do not comprise these scorers or achievers struggle to accomplish or to do the given activities.*

Another interviewee also said: *Speaking activities need enough and longer time for full discussion for their accomplishment than the time allotted for them. Furthermore, the seats or desks also are rigid and not suitable for pair and group discussions.*

To make it clear, the interviewee teachers stated that when practicing teaching speaking skills, the speaking activities have shortage of time for doing them and the given activities are also beyond the capacity of most students in the classroom as well as the seats or rigid desks are not suitable to students for group discussion easily.

4.5.6 Effectiveness of Teaching Methods

Item 6, the interviewee respondents were asked .One interviewee replied as:

“No, I don’t, by saying If I had effective on my teaching method in speaking lessons, my students would have been effective and good speakers in speaking lessons.

Another one reiterated by saying: *The teaching methods we use for the practice of teaching speaking lessons are not really effective because we mostly use the traditional approach, teacher-centered method that does not encourage students to practice and interact actively.*

To summarize the responses, highly focused on the teacher-centered method even though they knew this method is not effective to teaching speaking lessons. The main reasons they mentioned for these are students’ low interest in practicing, learning speaking lessons and in addition teachers’ lack of capacity to change the atmosphere of the classroom.

4.5.7 Preference of Learning Method

In item7, when the interviewee teachers were asked what type of learning method their learners need, then the respondents said that their students like to be taught using traditional method. For example, a respondent was saying, *my students prefer teacher-centered method, due to the fact that students are highly dependent on their teachers on what they say. They do not try themselves to solve problems given to them. Due to this reason the students remain passive in speaking.”* Another one said, *the students and teachers like to apply using traditional method as this method has been performed the one in practice for many several years. Another reason for choosing teacher-centered method is that, it covers a large content of lessons in a short period of time.* From

the interviewing analysis one can concise the responses that students preferred the teacher-centered method of learning.

4.5.8 Effective Method of Teaching Speaking Skill

In item 8, interviewees were asked the effective method for teaching speaking skill.

To conclude direct words from an interviewee: *“I think student-centered method is the best for the practice of teaching speaking skill. But this does not mean I use this interactive method. Because my students like teacher led method and it helps me finish the lessons on time and prepare my students for exams, I use traditional method.*

Another one said: *I understand that student-centered method is the ideal method for teaching speaking skill. But most of the time I do not use it as I am familiarized with teacher-centered method and students like it.*

To conclude the 2 English language teachers believed that student-centered method is the most effective way for the practice of teaching speaking skill. However, in reality they use traditional method for simplicity and time constraints. Teacher-centered method is thought as the conventional and accepted method of teaching by both teachers and students. It helps teachers finish their lessons on time and prepare students for exams.

4.5.9 Problems that Hinder Students Speaking Skill

Item 9, was asked for the interviewees what problems can hinder to their students from participating in speaking with pair work and group discussions. One interviewee teacher replied: *The main factors hindering students from participating in pair or group discussions are: shortage of vocabulary, shyness, frustration of making mistakes on presentation stages and depending on rules , structures of the grammar and lack of exposure, socio-cultural influence and economic resource of the students are the main problems.*

The second one said: *Students focus on studying to pass the exams and join higher educational institutions. Besides, their attitude towards speaking skill in English language is very low. For this reason they ignore and give less attention to learning and practicing speaking skill.*

In item 10, the searcher asked the interviewees to suggest solutions for improving speaking skills then they said Teachers should concentrate on speaking activities and creating fluency better than grammar and accuracy. The activities should be organized from simple to complex and from known to unknown. Teachers should use a method that builds students self- confidence through motivation.

4.6 . Data from Classroom Observations

Classroom observation was needed to get the first hand information regarding students speaking practices at pre-speaking, while-speaking and post-speaking activities.

As to the specific information, this study was more concerned with observation checklist (✓) with items stated under each activity. The items used in the observation checklist are all as per literature in the review.

4.6.1 Analysis of the Classroom Observations.

4.6.1.1Pre- Speaking Activities

The researcher made classroom observation nine round in the practice of language teaching speaking process in grade 10students with three different units, topics, sub-topics and activities of the text book totally for three sections. The observation was made for one section three times by the observer. The two English language teachers dressed white gown as profession and the students also wore the same uniforms with green trousers for male and green skirts for female students. They were sat minimum two and maximum three learners on a desk at most and in addition to, the desks arranged in four rows in each section of the comprehensive secondary school. Before started the lesson, components of the classroom blackboard, desks, tables, duster and pieces of chalk, students and teachers were provided and the classroom physical appearance was interesting when the observer arrived.

However, the desks did not seem to show flexibility to provide groups or pair work discussions. The lesson started with an introduction of the topic, sub-topic, and explanation in the actual classroom by the teachers.

According to the data recorded in the check list at pre-speaking activities in every section in item (1.1)stated that with a lesson topic” Finding a Job” and sub-topic “ Applying for a Job” at unit - 7 in the text book on page -163 observed that teachers related the lesson topic with the students’ real life usage.

In unit -8: topic-“Human Development”, sub-topic-“Stages in the development of man” on page176 and also unit-9: topic- “Traditional vs. Progress”, sub-topic-“The pros and cons of living in rich country were put as less than adequate, In item(1.2) the level of the students’ interest in the topic lesson was indicated less than adequate. Similarly, in item (1.3) which stated there was a positive learning atmosphere in the classroom it displayed as almost adequate as well in the pre-speaking stage.

4.6.1.2 While Speaking Activities

The researcher observed the three sections in item (2.1) an extent to which students followed up the presentation by the teachers indicated as average. Referring to the lesson’s pace to be appropriate item(2.2), in the checklist it referred as average as well. In item (2.3) the degrees to which the students in the classroom understood what was wanted to be practiced as rated as below average while the language in (2.4) presented naturally was indicated as average. Item(2.5) stated that students got adequate practice with the language; then the value was indicated as unsatisfactory. Item (2.6) stated that the students were interested in the practice of activities and the check list showed the value to be below average. Item (2.7) students were offered with encouragement and assistance to practice was as average.

Briefly, the classroom observation showed teachers did not give them enough time to practice during the while speaking activities. Furthermore, the learners did not understand the relevance of the lesson and were less interested in participating in teaching speaking activities. These were the main factors observed during while- speaking stage as compared with the teachers’ pace and presenting skill which were found to be better.

4.6.1.3 Post-Speaking Activities

During classroom observation of the post-speaking activities the students did not communicate with the smooth reaction and they did not finish the activities in the given time. Discussion results and points were not being reported through students and proper feedback was not given to them from their teachers immediately.

Thus, these may be the main problems that can affect the learners in the classroom on the practice of teaching speaking that hinder the improvement of students’ oral communication.

Similarly, when they were grouped for discussion, the students showed lack of interest in the discussion activities, teacher’s lack of using proper methodology for communicative mode of teaching to them interact actively. Students were poor in the discussion through speaking skills. To conclude, the researcher observed in three sections there were factors teachers did not present

the lesson naturally, inappropriate grouping method, focused on few common volunteering active students in the given activities in the classroom but slow and medium learners kept silent from participation. Most of them were not enjoying on debating of” traditional vs .progress” with their pros and cons living in rich country, page 204. Thus, majority of the learners rated as unsatisfactory. Students do not seem to take risks to try speaking about things they know less and this could lead to the students developing low self- esteem. As Brown (1994:135-147) has suggested about personality factors and affective domains like self-esteem, inhibition, risk-taking, anxiety, empathy and extroversion are determinant factors either to positive or negative language learning either of the two extremes.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

As indicated in the introductory part the main objective of this study was to explore the main factors that hinder the practice of teaching speaking skills in English grade 10 students at Edagahamus comprehensive secondary school . For this purpose, method of teaching, presentation of the lesson, classroom organization, error treatment, teacher authority versus learner autonomy, teacher-student relation, student-student relation, problem of discipline, environmental factors, , motivation and attitude, anxiety, role of teacher, role of learner, teacher and learner positive attitude, role of syllabus and role of teaching materials were examined. These measures were first described in chapter two relating them with relevant review literature to make basic foundation for the study.

To conduct the study, Classroom observation, interview qualitatively and questionnaires quantitatively through the descriptive survey method were used to make the study participatory and keep privacy of respondents ‘ questionnaires were prepared and distributed to all grade 10 students in the school out of which 106 were collected back . To obtain firsthand information understand their feelings and attitudes towards the problems through active interaction , interview items were used , was classroom observation through predesigned checklist for all the tree sections . The data gathered using the above mentioned instruments were analyzed quantitatively and qualitatively.

5.2. Conclusions

The findings from the analysis of the data collected indicated the main factors that affect the practice of teaching speaking skills are as follows.

Speaking tasks in the text book are long, difficult with the level of the students, poor of students’ interest in doing activities, lack of motivation, background knowledge of the students, lack of self-expression lack of authentic materials (newspapers, magazines etc.), teacher-centered method,

improper implementation of the syllabus, frustration of making mistakes, shyness of students in front of a stage, teachers emphasizing highly on grammar rules and accuracy than fluency, teachers give more opportunity to active learners for participation, lack of self-confidence and they take no practice repeatedly on speaking tasks.

5.3. Recommendations

Based on the data collected from the respondents, the findings of the study, recommendations are made as solutions for the factors discussed..

- ▶ Teachers should adopt speaking activities and tasks to make them suitable for group or pair discussions with authentic materials as teaching aids.
- ▶ Teachers should give equal opportunity for the students to participate actively in teaching speaking.
- ▶ Trainings and workshops on how to adapt the syllabus should be designed and given to teachers before they are taught/ asked to implement the tasks in the text book for students.
- ▶ Exams should ask not only grammar rules but also speaking ability of students in English language for practicing and developing speaking skills.
- ▶ Teachers should design their lessons and activities to improve student- centered method.
- ▶ Teachers should create conducive learning environment for their students to avoid personality factors like shyness, anxiety and frustration of making mistakes.
- ▶ Students and teachers should know making mistake is a healthy way of learning.
- ▶ Teachers should avoid teacher- centered method of teaching speaking skill
- ▶ Students should practice self-expression through English in and outside classroom.
- ▶ Teachers should play an important role in helping and motivating students to overcome challenges of speaking activities.
- ▶ Finally, the researcher would like to suggest educationalists/ concerned bodies to conduct further studies for this issue in a broad scope with different grade levels of schools. This should be possibly done together with teachers' and students' background, socio-cultural factors, environmental factors, factor related to exam contents.

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Appendix-A

Haramaya University

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF LANGUAGE AND JOURNALISM

Questionnaires to be filled by grade 10 Students in Edaga- hamus comprehensive secondary School

Dear student, this questionnaire is designed to collect data on **Investigating Factors Affecting The Practice Of Teaching Speaking Skills** for the purposes of Master of Arts (M.A) and a research in English language teaching Speaking Skills. Its main purpose is to obtain information on the attitudes, motivation, personality factors and emotional feelings of the students towards speaking skill and participating in speaking activities inside and outside the classroom. This would help to find major problems that hinder students' from participating in speaking lessons.

As your responses are very important for results of this study you are kindly requested to give genuine responses to each item of the questionnaire. The information provided by you will be strictly confidential, and will be utilized only for the purpose of academic research. I request you to kindly cooperate and respond to each item.

Thank you very much in advance for your kind cooperation!!

EyerusalemTsegay

School of Foreign Language and Literature

General Instruction

The following questions are related to your personal information. Please put a tick mark (✓) on the provided box.

Name of the School: _____

1. Sex: M [] F []

2. Age: _____

3. Grade _____

Main Information

The following factors may aggravate the problems to your speaking skill in English class room and outside classroom. Please, indicate your opinions how they affect your speaking skill based on the following scales of agreements. SA (strongly agree), A (agree), U (undecided), D (disagree), and SD (strongly disagree).

No	Items	SA	A	U	D	SD
	1. Material Related Factors					
1.1	The activities of the lesson topic of the text book are attractive to motivate students' speaking practice.					
1.2	The textbook incorporates what students know with their background knowledge experience.					
1.3	The access of teaching aids is suitable for different learning styles of students' participation in speaking skills.					
1.4	The textbook has enough tasks to develop students speaking skill.					
1.5	The textbook creates interest and motivation to enhance my speaking skill.					
1.6	The textbook fully helps me to develop my speaking skill.					

No	Items	SA	A	U	D	SD
	2. Tasks Related Factors					
2.1	The tasks provided are significance to encourage learners to speak in English in and outside the classroom.					
2.2	Most of the speaking activities are difficult to the level of the students					

No	Items	SA	A	U	D	SD
	3. Method Related Factors					
3.1	Our English teacher always uses student-centered method to develop speaking skill.					
3.2	The teacher always employs lecture method while we are learning English.					

No	Items	SA	A	U	D	SD
	4. Students Related Factors					
4.1	All the students express their idea freely when they learn English.					
4.2	Most students are shy to speak in English the classroom.					
4.3	All the students are motivated to speak in English in and outside the classroom.					
4.4	When I made mistake or error in speaking English lesson my teacher discourages me.					

No	Items	SA	A	U	D	SD
	5. Teacher Related Factors					
5.1	The teacher does not come to the classroom well prepared so as to encourage students.					
5.2	The friendly relations with my teacher help me to speak in English in and outside the classroom.					
5.3	The teacher always asks questions only for the few fast students.					
5.4	When the teacher motivates me, I participated to speak in English in and outside the classroom.					

Open Ended Questions

7. How does your teacher provide suitable tasks and encourage you to participate in speaking lesson in and outside the classroom?

8. Are there any problems that hinder you to speak in English both in and outside the classroom?
If your answer is yes, please explain them

Appendix-B

Haramaya University

School of Foreign Languages and Journalism

Interview questions for Teachers.

1. Is the syllabus adaptable to the different learning styles of the students?
2. Did you find the text books are applicable to different teaching modes?
3. Do you think the text books could fully help the students to develop their speaking skills?
4. How motivating are the speaking activities?
5. Do you think the speaking activities are suitable for pair or group discussion?
6. Do you think the teaching methods you use in speaking lessons are effective? If yes, how if not why?
7. What types of learning methods do the students prefer? Why?
8. What method do you think most effective for teaching speaking skills? Why?
9. What problems have you noticed that your students hinder from participating in pair or group in speaking activities? (Please specify)
10. What solutions do you suggest to enhance the quality and effectiveness of students' participation in speaking activities? (Please specify)

Appendix-C

Haramaya University

SCHOOL of Foreign Languages and journalism

Classroom Observation Checklist

The class room observation checklist includes general and specific focused items to be observed in grade 10 to investigate factors affecting the practice of teaching speaking at different points in the classroom.

I general Issues

1 Name of the school _____

2. Section observed _____

3. Number of students _____

4. Date of observation _____

5. Shift _____

6. Allotted Time _____

7. Text book contented used

7.1 Unit _____

7.2 Topic _____

7.3 Sub topic _____

7.4. Task /activity number _____

7.5 Page _____

8. Authentic materials used

8.1. Real objects _____

8.2. Pictures _____

8.3. News papers _____

8.4. Magazines _____

8.5. Charts _____

9.5. Diagrams _____

II. Specific issues

1. Pre speaking activities

No	Items	Opinions				
		More than adequate	Adequate	Almost adequate	Less than adequate	Not at all
1.1	The teacher relates the lesson with students' real life usage					
1.2	Students are interested in the lesson					
1.3	There is positive learning atmosphere in the class					

2. While speaking activities

No	Items	Opinions				
		Out standing	Above average	Average	Below average	Unsatisfactory
2.1	Students follow up the presentation stage					
2.2	The pacing of the lesson is appropriate					
2.3	The class understands what is wanted to practice					

2.4	The language items are presented naturally					
2.5	The students get adequate practice with the language items					
2.6	The students are interested with the practice					
2.7	Students are offered encouragements and assistance to practice					

3. Post speaking activities

No	Items	Opinions				
		Out standing	Above average	Average	Below average	Unsatisfactory
3.1	Students' groupings and sub grouping are appropriate					
3.2	The students move in to group or pair mode of learning quickly and silently					
3.3	There is genuine communication					
3.4	Teachers control and manage the class effectively					
3.5	Students are given sufficient assistance in pair/ group					
3.6	Students are offered adequate encouragement in groups					
3.7	The activities are suitable for pair /group work					

3.8	The teacher walks around monitoring the pair /groups					
3.9	Students enjoy with interact in groups					
3.10	Students use English to carry out the activity in groups					
3.11	Students complete the activity properly					
3.12	Groups are given chance to report the result to the class					
3.13	Students get feedback properly					

Teacher's name _____

Observer's _____

Signature _____

Signature _____

Date _____

Date _____