

**ASSESSING THE PRACTICE AND CHALLENGES OF TEACHING
AND LEARNING SPEAKING SKILL IN ENGLISH CLASSROOMS:
THE CASE OF GRADE 9 STUDENTS AT DEBRETSIGE SECONDARY
SCHOOL, NORTH SHOA**

MA THESIS

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**Assessing the Practice and Challenges of Teaching and Learning Speaking
Skill in English Classrooms: The Case of Grade 9 Students at Debretsige
Secondary School, North Shoa**

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English as a Foreign Language (TEFL)**

Fikadu Teshome

**January, 2019
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DEDICATION

I dedicate this piece of work to my mother Gete Woyessa, who helped me to cope up with all challenges that I faced since my childhood and to my father Teshome Aderie as well as my brothers and sister for their moral support.

STATEMENT OF THE AUTHOR

I, the undersigned, declare that this is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged. Brief quotation from this thesis is allowable without special permission provided that accurate acknowledgement of source is made.

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As research advisor of this thesis, we here by certify that we have read and evaluated this thesis prepared under our guidance, by Fikadu Teshome, entitled “ Assessing the Practice and Challenges of Teaching and Learning Speaking Skill in EFL Classrooms: the Case of Grade Nine at Debre Tsige secondary school, North Shoa Zone”.

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As members of Board of Examiners of the MA Thesis Open Defense Examination, we certify that we have read and evaluated the thesis prepared by Fikadu Teshome and examined the Candidate. We recommended that the thesis be accepted as fulfilling the thesis requirement for the degree of MA in English.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFL= English Foreign Language

ESL = English as a Second Language

L1 = First Language

L2 = Second Language

MoE = Ministry of Education

SL = Second Language

BIOGRAPHICAL SKETCH OF THE AUTHOR

The author was born in North Shoa Zone, Hidabu Abote district, which is around 145 kilometers from Addis Ababa, on July 25, 1980 E.C. He followed his primary school at Debela Kontore 1-5 and at Alemgena 6-8 respectively. Then he joined Gebre Guracha Secondary School started from grade 9 - 12. After he had completed his secondary school in 1999 E.C, he joined Kotebe College of Teachers Education. After three years of study, he received degree in Bachelor of Education in 2002 E.C. After graduation, he was assigned as a teacher at Debre Libanos Woreda, Debre Tsige secondary school. After 4 years, in 2007 again he joined Post Graduate School at Haramaya University to pursue his M.A study in Teaching English as a Foreign Language (TEFL).

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ABSTRACT

The purpose of this study was to assess the practice and challenges of teaching and learning speaking skill in English language classroom. The study was conducted to find out how the English teachers teach speaking lesson, whether the students are engaged in learning speaking skill and what challenges hinder to progress the practice of speaking lesson in EFL classroom. Debretsige secondary School was purposively selected to be the setting of the study in Oromia Region North Shoa Zone. Descriptive method was employed to establish the existence of phenomena by explicitly describing them. 3 grade nine English teachers and 84 grade nine students were involved in the study. The data were collected by using three tools: questionnaires, classroom observation and semi- structured interview. Both quantitative and qualitative data analysis methods were employed to analyze the data. The study shows that there are a number of challenges that contribute not to practice teaching and learning speaking skill in English classrooms. According to the findings, The major challenges are students interest to practice speaking, teachers failure of playing his own role effectively, teachers failure of getting all students to participate in the practice of learning speaking, students shyness or fear of making mistakes, the students' lack of adequate motivation to speak, the failure of classroom teachers to be committed and use their effort in the practice of teaching and learning speaking, failures of teachers and students to use different strategies/methods in order to make the practice of teaching and learning speaking in classroom convenient and effective are some major challenges. Therefore, based on the above findings and conclusions appropriate recommendations are drawn.

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1. INTRODUCTION

1.1. Background of the Study

Speaking is one of the skills which enable communication. It is a fundamental skill of transmitting meaning and knowledge. Brown (1994) explains that speaking is a process of constructing meanings that involves producing, receiving and processing information. It is important in language teaching and learning. Being able to speak, English language is important or essential for a learner to be successful in academic activities. Cunningsworth (1984) stated that the ability to communicate effectively through spoken English enables one to be 'proficient' in various language skills. For example, when we see students' academic performance, it is highly dependent on their ability to ask questions, to discuss and to understand concepts from their teachers and peers.

As focus on teaching and learning speaking surpasses any other skills, and grammar, vocabulary and social expressions are integrated into the practice of speaking skills. Hence much more amount of time is allotted in the syllabus for the teaching of speaking skills (Solomon, et al, 2008). It is also stated in the syllabus that the goal of teaching a language, particularly speaking skills, is to get students become communicatively competent.

On the other hand, in teaching and learning speaking lesson, not only teachers but also classroom students are expected to take on a greater degree of responsibility for their own learning by contributing knowledge and information (Hu, 2002). The Ethiopian policy of 1994 demonstrates that students must interact communicatively in English classroom and have the teaching learning process, in the English class is quite important for students. Students should be involved in the practice of teaching and learning speaking skill in EFL classrooms. The role of students in teaching and learning speaking skill is to speak the target language clearly without difficulty in EFL classrooms. The Education and Training Policy (1994) states the role of students is requiring them to be competent in practicing speaking in EFL classroom in order to motivate and enable them to express their views clearly.

Therefore, students are expected to work in collaboration with each other, practice speaking successfully, produce ideas in groups or pairs, expected to know aspects of communication

skills, having effective communication in the English classroom is fundamental for students' educational and future career endeavors (MoE, 1994). Learners are expected to form social interaction in the classroom, so as to solve their problems through communication (MoE, 2008). Learners are not merely passive listeners. Aston (1993) stresses that learners are not limited to the consumption of knowledge provided by teacher; however, they can become taking greater control of their own learning to speak effectively and transmit messages in a clear and organized way to express what they like and actively participate in different kinds of speaking skills that are assigned.

In short, students are expected to be independent, negotiators and contributors of their expectations in a speaking lesson and to participate in the practice of teaching and learning speaking skill in EFL classrooms that are a cooperative rather than individualistic approach to learning speaking. For Allwright(1984), it is important to keep learners active in the classroom , which means reducing the amount of teacher's talk in classroom and increasing the learners' talk time. Therefore, the study concerned to assess the practice and challenges of teaching and learning speaking skills in EFL classrooms of grade 9 at Debre Tsige secondary school.

1.2. Statement of the Problems

In English language classrooms, speaking is the most often used skill (Brown, 1994). It is recognized as critical for functioning in an English language context, both by teachers and by students. Hence the ability of students to communicate naturally in English is one of the long-term goals that language teachers would like to achieve in class. Indeed, it is a demanding task for language teachers to provide sufficient input for students to be competent speaker of English. Usually, students fell insecure about their level of English and they face problems communicating as well as expressing themselves in English language.

As a result, they rather remain silent as they are in fear of making mistakes and do not show active participation in speaking lessons. Teaching speaking is one of the most important skills which should be implemented in teaching and learning classrooms. Therefore, teachers of English language in many countries have been encouraged to implement it in language classes. It has also been given special attention in the Ethiopian context and English language teachers are also expected to practice it in English language classroom. However, the practice of

teaching and learning speaking skill in EFL classroom is a great problem for many English language teachers.

Hailom and Woldu (1998) argue that most of Ethiopian students could not reach a reasonable level of proficiency. They added that the problem is believed to be observed even on teachers training institutes in the country. (MoE, 2004) stated that the status of English is very low in Ethiopian schools at all levels. Although the challenges are found in all language skills, the challenges in speaking skills are more serious when compared to other skills because of different challenges that influence teachers' teaching productively and the students' speaking performance such as inappropriate teaching methodology and students' low motivation in learning English speaking skills.

In English classrooms, the students cannot regularly use the language to communicate with their partners as well as their teachers. The learners' performance on speaking is very less. They usually prefer their first language to communicate in different situations like group discussion and personal description. They are unable to use their experience and not competent enough as expected in their speaking skills at DebreTsige secondary school in grade nine. This is resulted from, may be lack of interest or motivation on the side of students (Byrne 1987). Classroom situation, the techniques that teachers implement in the classrooms, teachers may manage the classroom carelessly and discourage to take part and give guidance as the need of students (Byrne, 1987).

A few local studies, as far as the researcher knows are carried out in relation to this area. Mekonnen (1998) in his doctoral dissertation, states that speaking skill is the most difficult skill for most of Ethiopian students and this shows that particular attention and help should be given to students to enhance their speaking skills. In a similar way, Tsegaye (1995) pointed out that because of inappropriate learning strategies that the students apply; they face problems in using the target language effectively for oral communication. As a result students are very weak in practicing their speaking skill. This might have been resulted from teachers' utilization of poor techniques or strategies for speaking skill in EFL classrooms. Jenenew (2006) made a survey on teachers' and students' role implementation in EFL speaking

classrooms. None of these studies however, addressed the practice of teaching and learning speaking skills in EFL classroom as a whole.

Therefore, the researcher differently concerned with how speaking lesson is delivered in EFL classroom and the respective participation of students was investigated to identify challenges that hinder their participation as effectively as desired. In other words, teachers' approaches of teaching speaking skills and students' engagement in carrying out the practice of speaking in EFL classrooms were assessed in order to find out challenges of teaching and learning speaking skill of grade nine at Debre Tsige secondary school.

1.3. Objectives of the Study

1.3.1. General Objectives of the Study

The general objective of this study was to assess the practice and challenges of teaching and learning speaking skill in EFL classrooms at DebreTsige Secondary school.

1.3.2. Specific Objectives of the Study

The specific objectives of the study were:

1. To assess how the English teachers teach speaking lessons.
2. To assess grade nine students' engagement during English speaking lessons.
3. To examine challenges those hinder the progress of teaching and learning speaking lesson.

1.4. Research Questions

To achieve the objectives of the study, the following fundamental guiding questions are proposed.

1. How do English teachers teach speaking?
2. How are students engaged in speaking activities during English speaking lesson?
3. What are the challenges that hinder the progress of teaching and learning speaking lesson?

1.5. Significance of the Study

The purpose of this study is to assess the practice of teaching and learning speaking skills in EFL classrooms. The study provides valuable information about teaching and learning speaking skill. Accordingly, the findings of this study hoped to have the following significances. Most importantly, this study is expected to serve as feedback to secondary schools indicating the existing practice and speaking lesson. From such feedback students can be aware of the current learning speaking skill and take necessary measures. More over, it is expected to provide strategic and techniques insights to English teachers, which are helpful for them to practice teaching and learning speaking in English classrooms. Additionally, this study makes the teachers and students to know what they need to do during speaking EFL classrooms. Finally, it may also be used as an initial work for further studies by stimulating other researchers to conduct similar studies in the area.

1.6. The Scope of the Study

The study is restricted to assess the practice and challenges of teaching and learning speaking skill in English classrooms of grade 9 in Debre Tsige secondary school found in Debre Tsige town. The researcher emphasized this school because the practice of teaching and learning speaking skill was far from what is expected of teachers and students. In order to keep the study in a manageable size, it was confined to grade 9 English teachers and students of the school. It was felt that assessing all the practice and challenges of teaching and learning speaking could not be carried out with a short period, so the study focused only on some of the practice and challenges of teaching and learning speaking in EFL classrooms.

1.7. Limitations of the Study

Since the sample of the study is limited, it could be difficult to draw generalization about the findings. The limited number of EFL teachers and students at only one high school of one grade level may also compromise with the reliability of the research findings.

1.8. Operational Definition of key terms

The following words are frequently used in this thesis. The words seem similar though they have their own meaning. To make their meaning clear, the researcher preferred to define as follows:

Challenges: Refers to the factors that constrain the practice of teaching and learning speaking skill in EFL classroom.

Engagement: The extent to which students are actively involved in learning speaking in EFL classroom.

Practice: Refers to the extent to which teachers and students actually exercise teaching and learning speaking in EFL classroom in order to improve speaking skill

2. REVIEW OF RELATED LITERATURE

2.1. Definition of Speaking Skill

Speaking is one of the important language skills in language learning and it has been defined by different scholars. For example, Kavaliauskiene (2006) defines speaking as a productive skill, whose objective is to facilitate communication. According to Nunan (1991), speaking is a skill which is characterized by short, often fragmentary utterances in arranged of pronouncing and with a great deal of repetition and over lapping between one speaker and another. This means simply, speaking is an oral interaction when speaker tends to repeat ideas more than usual accompanied by her/his intonation which goes up at one time and goes down at another time and also a listener intervenes while the speaker is speaking. In whatever terms it is defined, speaking is very important skill which should be mastered by language students. Facts the ability to communicate through a target language clearly and appropriately enables learners to succeed in academic studies and in their social lives. If students are competent enough in oral communication, it will make language lesson simple for learners to attend and acquire properly.

Oxford dictionaries define “Speaking is the action of conveying information or expressing one’s feelings in speech”. In addition, Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998). Speaking is a crucial part of second language learning and teaching.

In learning English, speaking skill is defined in different ways. Speaking is a productive skill in the oral mode. It is like the other skills, is more complicated than it seems at the first and involves more than just pronouncing words. (Azem, M. & Dogar, M. H., 2011). Hornby (1995) defines that speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. Additionally, Speaking is an essential tool for communication (Grognet A.G, 1997).

Speaking skill has many different aspects including two major categories - accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through

controlled and guided activities; and, fluency considered to be the ability to keep going when speaking spontaneously (Harmer, 2001).

2.2. The Importance of Speaking Skills

Now a days, along with the strengthening position of English as a language for international communication the learning of speaking skill has become increasingly important in the English as a second or foreign language ESL /EFL context. Richards and Renandya (2002) publication stated, "A large percentage of the world language learners study English in order to develop proficiency in speaking skills". Moreover, students of second /foreign language education programs are considered successful if they can communicate effectively in the language Ridgeback and Lazaraton (1991). The new parameter used to determine success in second / foreign language education programs appears to revise the previously held conviction that student's success or lack of success in ESL/EFL was judged by the accuracy of the language they produced. Thus, the great number of learners wanting to develop English speaking proficiency and the shift of criteria of learning success from accuracy to fluency and communicative effectiveness signify the teaching of ESL/EFL speaking. So, speaking is usually the most important skill for learners. The above explanations show that, speaking is very important part in studying English and students need to speak in order to communicate with each other and make a good communication in the classroom discussions.

Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Speaking skills simply do not refer to the way in which students communicate with teacher and peers in the class room. It encompasses many other things the way in which they respond to the teacher they are speaking, body gestures including the facial ones, pitch and tone of their voice and a lot of other things.

Effective oral communication involves generating messages and delivering them with attention to vocal variety, articulation and non verbal signals. In order to be competent

speaker, students must be able to compose a message and provide ideas and information suitable to the topic, purpose and audience. The importance of art of speaking is now more important than ever before. This is because nowadays, she or he cannot be successful without knowing how to speak. A good speaker is a good listener too.

2.3. Teaching Speaking Skill

Speaking is one of the skills that English teachers teach in ELT classroom. According to Chaney (1998) speaking is the process of building and sharing learning through the use of verbal and nonverbal symbols. Developing speaking skill is a difficult task for English language teacher. Deport (1997) stated some of problems in developing oral skills as; lack of motivation and encouragement, use of inappropriate methodology, insufficient time for learning and difficulties in finding life like situations to motivate students to communicate in the foreign language. Students must develop the activity to use language for variety of communication purposes in English language classrooms. As Harmer (1991) stated speaking skill is vitally important because it is skill which engages teachers to participate in the process of oral communication. English teachers have played a great role in developing learners speaking skill.

According to Nunan (2003) speaking is a very important part of second language learning, because of the ability to communicate in a second language clearly and efficiently to contribute the success of learners in school and later in life. Mcdough (2003) stresses that speaking as a skill is not the oral production of written language but it involves learners' mastery of a wide range of sub skills which added together constitute an over all competence in the speaking skill. One of the English language teaching objectives is to develop the learners speaking skill in a class. Harmer (1984) generalizes that the teaching of speaking is to teach ESL learners to produce the English speech sound pattern and rhythm of second languages, select appropriate words according to the appropriate social settings, audience, situation and subject matter. What is meant by teaching speaking is to teach English language learners to produce the English speech sound patterns, use words and sentence stress, intonation patterns and rhythm of the second language, select appropriate word and sentences according to the proper social setting, audience, situation and subject matter, organize their

thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments, and use the language quickly and confidently with few unnatural pauses, which is called fluency (Harmer,1984).

In addition, teaching speaking skill is relevant for learners to make themselves understand using their current proficiency to fullest. They should try to avoid confusion in the message due to faulty pronunciations, grammar or vocabulary and observe the social and cultural rules that apply in each communication situations.

2.4. Principles and Techniques of Teaching Speaking in English Classrooms

2.4.1. Principles of Teaching Speaking

As teaching speaking skill involves considerations of different issues, activities and strategies there should be some guidelines for practicing the process. To put the teaching in to practice scholars suggest principles that teachers should follow. These are

1. Be aware of the differences between second and foreign language learning. For learners English as a foreign language there are conditions that teachers should consider. Because learners L1 or L2 can have an influence on students' learning, the foreign language factors
2. Give students practice with both fluency and accuracy. Language learning-especially speaking needs too much practice and through this process students can develop their fluency and accuracy. However, contemporary approaches suggest priority should be to fluency than accuracy.
3. Provide opportunities for students to talk by using group or pair work, and limiting teacher talk many research findings show that language teachers use too much time of lesson by talking themselves. Nevertheless, interactive activities supported by group and pair work helps students use too much of their learning time and develop their speaking skill as it offers them with too much opportunities.
4. Plan speaking task that involves negotiation for meaning. Communication (speaking) involves interaction between interlocutors trying be understood and understanding

through this process they may ask for clarification, repetition, or explanation. Thus, meaning negotiation tasks are vital.

5. Design classroom activities that involve guidance and practice in both transactional and international speaking, since learners need speaking skill to communicate for social reaction or get information in their life, they need activities that expose them for these purpose.
6. Provide intrinsically motivating techniques. “Appeal to students ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy help them to see how the activity will benefit them” says H.D Browns
7. Provide appropriate feedback and correction. Giving corrective feedback where necessary is important if it is one in the way that does not affect learning speaking skill. Because, corrective feed backs have negative influence on students if they are not systematic. For example, sudden and carelessly interruption in the middle of activity may let students’ feet frustrated.

2.4.2. Strategies/ Techniques of Practicing Speaking Skill in EFL Classroom

Students think that the capacity to speak a language is the product of language learning, but speaking is also crucial part of the language learning process. Effective teachers teach students speaking strategies using minimal responses, recognizing scripts and using language to talk about language that they can use to help themselves expand their knowledge of language and their confidence in using it. These teachers help students learn to speak so that the students can use speaking to learn (Kohonen,et al,2001).

The language teacher aiming at training the students in using language learning strategies should learn about the students, their interest, motivation and learning styles. the teacher can learn what language learning strategies students already appear to be using, observing their behavior in class do they ask for clarification, verification or correction ? Do they cooperate with their peers or seem to have much contact outside of class with proficient foreign language users?

Besides observing their behavior in the class, the teachers can prepare a short questionnaire so that students can fill in at the beginning of course to describe themselves and their language learning. Thus, the teacher can learn the purpose of their learning a language, their

favorite/least favorite kinds of class activities, and reason why they learn a language. The teacher can have adequate knowledge about the students, their goals, motivations, language learning strategies and their understanding of the cause to be taught (Lessard-clouston, 1997). It is a fact that each learner within the same classroom may have different learning styles and varied awareness of the use of strategies.

The teacher cannot attribute importance to only one group and support the analytical approach or only give input by using the auditory mode the language teacher should, therefore ,provide a wide range of learning strategies in order to meet the needs and expectations of his students possessing different learning styles, motivations, strategy preferences, etc. Therefore, it can be stated that the most important teacher role in foreign language teaching is provision of range of tasks to match varied learning styles (Hall, 1997). The language teacher should also study his own teaching method and over all classroom style. Analyzing his lesson plans, the language teacher can determined whether his lesson plans give learners chance to most of a varieties of learning styles and strategies training. The ranges of strategies can be seen in the following list Rubin and Thompson's (1982) helping learners discover what ways of learning work best for them:

Help me discover what ways of learning work best for me in developing speaking skills, help me keep on talking through teaching me speaking strategies such as using gestures, encourage me to speak English outside class room, helps me not be so much concerned with accuracy, helps me ask for error correction, motivate me practice for both accuracy and fluency, provide an opportunity for me to talk by using pair work and limiting his/her talk, encourage me to speak English by making short presentation in the class, encourage me to take responsibilities in speaking lesson, experiments me with different ways of using language (games, different arrangement of words and etc) and helping learners discover what ways of learning work best for them.

It is common to see students' passive reaction to speaking activities due to several reasons. Among the reasons given some are that they feel shy, lack confidence and attitude, learners feel, that they learn speaking via learning the language. However, good teachers can use different strategies to help learners learn to speak and then use speaking to learn (Thanasouls, 2007).

Additionally, in teaching speaking teachers help students to develop their speaking skill by exposing them to the basic understanding of techniques teachers implement in teaching Speaking skill. Some techniques which are important for teachers while teaching speaking skills are as follows:

2.4.2.1. Make students work in pairs or groups

Arranging pairs and group works in speaking class is very essential in enabling students to use a target language freely. Because these techniques motivate learners and make them active by promoting much talk as well as helping them to learn from one another. According to Rivers (1987) letting students learn from their peers is very important as it helps them to use all the language they have at their disposal.

Atkins et al (1995) also suggest that we should make our learners work in pair and group in order to make a hot interaction in classroom there by helping them develop their confidence in using the target language. Inspire of their importance in language teaching learning, teachers who use pair and group works must confront the challenges arise while these techniques are used in speaking lesson. For example, according to Atkins et al (1995) there may be noise which is out of hand and students may make mistakes.

Consequently, in order to exploit the potential benefit of pair and group works, teachers ought to be wise in organizing groups and managing the classroom behaviors. Teachers' should also make sure that seating arrangement is suitable to run pair and group works. It is the role of teachers to look for different alternative solutions and help students when they face difficulty in using the target language in classroom. In conclusion, language teachers should use pair and group works in speaking class as they promote interaction among learners if they are applied wisely.

2.4.2.2. Give clear instruction and examples

Giving clear and precise instructions is another important technique in helping learners to participate actively in speaking lesson. Students should be given clear instruction about what

they are going to do (Byrne 1986). In other words, teacher must make sure that learners are clear with what they are required to do in class room activities.

2.4.2.3. Advise students to speak the target language

It is essential for language teachers to use the target language and also to make students communication through it in classroom. If students are left free to their mother tongue languages, they will always tend to speak it in any activities and it prevents them from developing their ability using the target language in any situations. According to Atkins et al (1995) the tendency of students in enhancing in their first language is likely to increase during pair and group works.

2.4.2.4. Motivate students during speaking class

Motivating students is an important technique to bring improvement on their oral participation “whatever you are doing in the class, your ability to motivate students, to arouse their interest and involve them in whatever they are doing will be crucial” (Byrne, 1986). Atkins et al (1995) also says that motivation is that vital for successful language learning this is to mean that when teachers face the problems of having passive students in speaking class, they can help them by increasing their level of motivation using different ways. They can do it for example, by introducing various interesting activity in meaning of contexts that can give opportunities for students to make interaction among themselves “Context means a situation or body of information which causes a language to be used” (Harmer, 1991). This means context includes the setting in which the language is used, the topics, the roles and the general relationship of the participants in the interaction and it should be appropriate for students to use the target language.

According to Atkins et al (1995) learners will participate actively if they are given speaking activities which are purposeful and relevant for them. Students will best learn to communicate in the target language if they are made to do on the topics which are closely related to their gives. In others words, if students work on classroom activities which are based on the issues related with what they are familiar, they will be motivated to talk more and flow out their ideas.

Generally, teachers should motivate learners by providing with various activities which are interesting and meaningful for them. But, it does not mean that overdoing activities in one speaking lesson. Rather, it is to mean that teachers should be aware of different types of techniques and procedures and exposing students to different class activities that will influence language learning positively.

2.4.2.5. Integrating different language skills

We can agree that in our every day activities, we hardly use one skill with the presence of the other skills. Even in every simple discussion, we involve two or more skills. It is impossible to participate in a conversation with out listening while someone is speaking. This is because, listening and speaking plays an important role in all communicative situations. This occurs when every opportunity has to involve the students in meaningful and realistic speaking activities.

The many activities have to be designed for these purposes, so that the students work in pairs or small groups. In this way, the amount of time that each student spends on practicing the language is significantly increased. This is also compared with a situation where the teacher initiates communication and involves individual students. If the students work in pairs or small groups they tend to speak more freely than when they are required to stand up and respond individually to questions from the teacher. They are also more likely to take a more active interest in the lessons than when they are simply listening passively to other students rather than responding to the teacher. Pair or group work activities also produce a valuable learning environment in which the students can correct and help each other. Thus, in this way, the students will become more confident and competent in using for communication purposes. If a teacher gives some ideas as to how the pairs of groups are made up, guides them without interfering among them to correct the errors which are made, students will feel more at ease if they are paired with a friend.

On the other hand, it is often profitable if the pairs or groups consist of students of different ability levels. That is why Penny (1984) says, “We listen for a purpose and with certain expectations. And we make an immediate response to what we hear”. This ideas is clear that we listen at the same time we respond to what we listen.

Byrne (1986) recommends the importance of integrated skills activities for the following reasons;

- a) They provide opportunities for using language naturally not just practicing.
- b) Many pairs or group work activities call for a variety of skills, sometimes simultaneously in order to involve all the learners.
- c) Students seem to learn better, when they are engaged in activities which involve more than one skill.

The students can develop their listening, writing and reading abilities through speaking. According to Harmer (1991) “speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading on the other hand, involve receiving message and are therefore often referred to as receptive skills.”

By learning to integrate the skills, the students develop their abilities to express themselves and hence develop their thinking capabilities. That is why Harmer says, “It is very often true that one skill can not be performed without another (Harmer, 1991). People use different skills when dealing with the same subject for all sorts of reasons. Therefore, to facilitate teaching and learning it is necessary to listen to others and it is equally important to read what others write. At the same time by paying attention to the speakers or writers communicative purposes that develops or improves his or her language learning. Byrne (1986) states the importance of integration that teaching by integrating skills is important for two or major reasons, first they, provide opportunities for using language naturally, not just practicing it, secondly, students seem to learn better when they are engaged on activities which involve more than one skill therefore, we can achieve this purpose by involving pair or group work.

2.5. Activities Used in Teaching Speaking Skills

Speaking skill contains activities which provide training and practice designed to help learners master the objectives of oral skill. These activities are communicative and meaningful. Here the learner will be able to understand and express appropriately in a variety of every day or social situations. The activities are meaningful, relevant and often entertaining. The aim is to improve the fluency and confidence of every learner.

There are lots of activities which can be used in speaking classroom and it is very important for language teachers to select and apply the suitable for their own circumstance where the needs and levels of students come into prominence. Speaking lessons should be selected and graded by taking the levels, ages, motivation and scholastics background of learners into account (Rivers, 1987). Because activities which are suitable for certain class situation may not work well for another. For this reason, teachers should take a closer look whether or not speaking activities are interesting, enjoyable and suitable for students to interact with one another in the classroom. In other words, teachers should choose and implement those speaking activities which appropriate for their specific classroom situations in terms of creating successful language learning.

Many scholars agreed on that in teaching speaking skill, activities play vital role if they are designed only in the way that help students develop communicative competence. Lindsay and knight(2000) states the following types of activities that are planned in the way situations seem truly real life like to make students use sufficient language practice. The following methods are advised to use in the teaching learning process of speaking skill in EFL classrooms. Some of these are as follows:

2.5.1. Discussions

Discussions are commonly used activities in speaking lessons. A topic is introduced to the students via a reading or a listening passage and then they are asked to discuss a related topic in order to come up with a solution or a response. Celce Murcia (2001) mentions that students need to be reminded that each person within a group should have a specific responsibility in the discussion either keeping time, taking notes or reporting the results made by the group members. Therefore, discussion is perhaps the most natural effective way for learners to practice talking freely. Discussions with comprehensives input provides opportunity for students to activate the language they have acquired. It increases motivation and as result promotes participation which in turn prologs the discussions.

2.5.2. Dialogues

Dialogue refers to conversation held by two people to different openers. Dialogues seem to be improving spoken language for a number of reasons. Byrne (1986) lists some of the reasons as follows: Dialogue presents the spoken language directly in situation as it most commonly used in the oral life communication, Dialogue allows and encourages practice in language, and Dialogue creates active participation in the classroom. These advantages of dialogues can be explored when the dialogues are well designed and evaluate a better dialogue and its use. Byrne (1986) also forwards some helpful criteria as follows: the language must be relevant, the language must have appropriateness, realistic and relevant situations must be created, language items must be limited, the dialogue must not be too longer or short and language must not be difficult and boring.

2.5.3. Games

These are play activities, which entertain and at the same time teach spoken language. Although games are appropriate and useful to any age, items for foreign language learners must be selected and graded. Of course there is not a clear cut demarcation between communicative games and another language, games according to Bygate (1987) tasks such, "describe and arrange the difference task the right question complete it, who am I and the like" are examples of communication games tasks.

2.5.4. Role Plays

As defined by Longman dictionary of language teaching and applied linguistics, "Language teaching role-plays are drama like classroom activities in which students take the role of different participation in a situation and act what might typically happen in real life situation"

Role-plays are classroom activities, which are used as mechanisms that promote interaction among students. It helps them to develop their speaking ability when one takes the roles he/she is going to play. He/she strives to act. Besides he/she will have the confidence to speak in front of an audience. In role plays to be fully effective traditional classroom patterns must be changed, students must be free to play the role as they see them proper, In other words, the

teacher control in role plays activities are very limited. Thus, give a certain situations with its own details; students can play different roles, which can give them considerable benefit to language learning.

2.5.5. Oral Telling

Students will tell a summary of a story they have been told or read before hand or they create their own stories and tell their classmates. Story telling helps students expressing ideas in the form of beginning developing, and ending including the character and setting a story has to have riddles and jokes can be also presented by the students. The teacher can use riddles and jokes as an opening activity to motivate the students and keep the class interesting.

2.5.6. Debate

Debate is a series of argument for and against a definite proposal. It's a presentation of convincing ideas. It is a clash idea which a purposeful and persuasive opinion can be proved logically.

2.5.7. Information Gap Activities

Learners work in pair or more and shares information. Among the pairs one will be with information and share to the partners. Some of these types of activities are describe and draw, describe and arrange, describe and identifies, find the differences asking for information, asking for and giving directions.

2.5.8. Interview

Interview is another activity which requires students to improve interview questions in advance and ask students for information they wants to obtain either from their partners or other people outside class. And this helps to exchange ideas by integrating different skills. Interviewing involve talking and writing (Byrne, 1986).

2.6. Learning Speaking Skill

Louma (2004) states that “--- the ability to speak in a foreign language is as the very heart of what it means to be able to use a foreign language”. The author says that in the speaker’s foreign language performance it is reflected her or his personality, culture, and ways of expressing thoughts and opinions about the world. The aim of learning a foreign language is to be able to use the language for real and successful communication. In EFL classrooms, the learning of a foreign language implies to be able to handle social communication, and this is possible if learners are exposed interactive speaking activities, in which they can utter and understand ideas, opinions and thoughts. In the classroom, the development of the speaking skill allows learners to be able to interact meaning fully, which means to find a relation between the topics that are studied and the contexts in which those topics are used for communication.

Through topics presented in a sequence of lessons learners improve in aspects as empowering them to submit arguments, to express points of view, support ideas, discuss in conversational tasks, among other activities that require them to use the oral production. Cotter (2007) expresses that working in the oral skill lets learners to interact and communicate in a meaningful way in several activities like exchanging information, negotiating meaning, supporting ideas, or facing oral defenses. This means that working on the oral production gives learners rehearsal opportunities to strengthen their ability to communicate a set of ideas in a range of different situations.

Finally, with the practice of oral interaction in the classroom, students have the opportunity to use the language they have learnt becoming more repeated, usual and automatic. This means that the use of language is not focused only the oral practice of grammar and structures posed as means of repetition in situations out of context or production of words without an intention of communicating clear ideas about a proposed but making learners be able to express orally in real life situations in which their thoughts can be comprehended by the listener. Then, through this process learners and teachers can enhance their oral production based on the feedback that they are given mutually being presented in the way that is a cooperative learning.

2.7. The Role of Teachers

The teacher is a facilitator of students' learning and as such he has many roles to fulfill. Freeman (1986) describes him as a manager of classroom activities. In this role, one of his major responsibilities is to set up activities that promote communication. During the communicative activities he acts as a consultant answering students' questions, offers advice and provides necessary language items. One of the most important roles is to make sure that students know what they are supposed to practice and check if they do it effectively. These roles are called a conductor and a monitor. Although there is a great number of various activities which may be used in speaking lessons, their use would be confusing and pointless if they would not be logically organized. Being a good organizer should be an ability possessed by every skillful teacher. As mentioned above, the teachers' personality in a learning process is very important not only while participating in the activity but also while monitoring the students. The teachers' less dominant role in communicative activities offers the students the opportunity to be involved in conversation and improve their speaking skills to be able to cope with the real-life situations.

Nunan (1991) suggests that a number of factors should be considered in order to develop the speaking skills. One is the consideration of the number of hours available for teaching and learning language. In addition to this he has written the role of the teachers as follows:-What, then, is your role as language teacher in the classroom? In the first place your task, like that of any other teacher, is to create the best condition for learning. In a sense, then you are a means to an end; to see that learning take place. At the practice stage, he assigns teacher as conductor or monitor. To him, at this stage it is the students who do most the talking. The teachers' role is to devise and provide the maximum amount of practice (which is meaningful and manageable). The teacher is to monitor the performance of the learners. Richards and Rodgers (1986) issues point out that teacher's roles are related to the following.

- 1) The types of functions teachers are expected to fulfill, example whether that of practice as director, counselor or mode.
- 2) The degree of control the teacher has over hour learning take place.
- 3) The degree to which the teacher is responsible for content.
- 4) The interaction to patterns that develop between teachers and learners.

Atkins, et al (1995) describes the roles of teachers to practice speaking skill. The teacher has two main roles. The first roles to facilitate the communication process between all participants in the classroom, and between participant and various activities. The second role is monitoring the learning activities, participating where appropriate.

2.8. The Role of Students

The communicative or interactive approach assumes every active role for students. It emphasizes greater students' initiative and interaction rather than simple teacher-centered direction. The consequence is that the classroom should be organized in such a way that helps more interactive to take place between students themselves. Thus group and pair work are believed to be the most suitable models of classroom organization and to offer the most favorable learning environment. Students are considered as completely normal phenomena in development of communication abilities. Students must be allowed to experiment with the language and teacher should persist in interfering in order to correct errors.

Besides the teacher's role, students play a great role in assigning learning speaking skills. They expected to participate in learning in different ways. One of the most important outcomes of the movement towards more communicatively oriented language learning has been the enhancement of the role of the learner in language learning process (wenden, 1991). Cottrell and Crabbe (1999) believe that in formal education contexts the most successful learners are autonomous (they accept responsibility for their learning; they constantly reflects on what they are learning, why they are learning and with what degree of success of learning).

Scharles and Szabo (2001) point out that autonomous learners are those who accept the idea that their own effort are crucial to progress in learning language and behave accordingly. When doing their homework, or answering a question in class, they are not aspiring to please the teacher, or to get a good mark. They are simply making an effort in order to learn something. They are willing to cooperate with the teacher and other in learning group for every one's benefit

Hedge (2000) agrees that autonom learner is one who is self-motivated, one who takes the initiative, one who has a clear idea of what he /she wants to learn and one achieving his goal. She also characterized autonomous learners as those who know their needs and work

productively with the teacher towards the achievement and their objectives, learn both inside and outside classroom, adjust their learning strategies when necessary to improve learning, manage and divide the time in learning properly.

Kohonen et al. (2001) insists that learners need to develop the following kind and capacities.

Confidence: sense of control and mastery of one's body behavior and the world.

Curiosity: desire to find out about things.

Intentionality: Capacity to work with persistence and develop a sense and competence

Self - control: ability to modulate and control one's action appropriately.

Relatedness: ability to engage with others

Communication: ability to exchange ideas, feelings and experiences with others developing trusts in others

Cooperation: balancing one's needs with those others in group situations

2.9. Attitude towards Learning Speaking

Language learning is not simply a cognitive task. Learners do not only reflect on their learning in terms of language input to which they are exposed or the optimal strategies they need in order to achieve the goals they set. Rather the success of learning activity is to some extent, dependent up on learners' carriage towards the word and the learning activity in particular, their sense of self, and their desire to learn (Benson and Voller, 1997). In other words, language learning as well as learning in general has an affective component. Some of them are attitude and motivation.

2.9.1. Learners' Attitude

Wenden (1991) defines attitude as “ learned motivations , values , beliefs, evaluation, what one believes is acceptable , or responses oriented towards approaching or avoiding ”. For wended, two kinds of attitude are crucial; attitude learners hold about their role in the learning process and the capacity of learners. Besides, she argues learner beliefs about their role capacity as learners will shape and maintained by their beliefs they hold about themselves as learners. Generally, attitudes are parts of one's perception of self ,or others and of the

culture in which one living and it is clear that positive attitude are conducive to increase motivation, while negative have the appositive effect (Brown 1987).

2.9.2. Learners' Motivation

The term motivation is frequently used in educational contexts; however, there is little agreement among experts as to its exact meaning (Thanasouls, 2007). What most scholars agree on is that motivation is "one of the key factors that influence the success of second or foreign language learning. Motivation provides that primary force to initiate learning the L2 and later the driving forces to sustain the long and often tedious learning process (Dornye, 1998). In addition, Gardner and Macintyre (1993) point out the motivation comprises of three Components: desire to achieve goal, effort extended in this direction and satisfaction with the task.

Learner motivation has become the major determine factors for successful learning and there is an important distinction between instrumental and integrative motivation. Learner with an instrumental orientation view the foreign language as means of finding a good job or pursuing a rewarding career, in other words the target language they want to acquaint are interested in the culture of target community and become part of it (Thanasouls, 2007). Motivation is a prerequisite for learning and responsibility development. However, for learner autonomy we need to encourage intrinsic motivation, the source of which is some inner drive or interest of the learner. Intrinsically motivated learners are more able to identify with the goals of learning and that makes them more willing to take responsibility for outcome (Scharle and Szabo, 2001)

2.10. Challenges of Teaching and Learning Speaking Lesson

The skill of speaking is as crucial as any other language skill. Learners should acquire the skill through interaction with each other. But students are unwilling to speak. There are of course many factors causing this problem. As a result, it is difficult for many EFL learners to speak appropriate English in the classroom because of the lack of practicing speaking. Students tend to be reluctant to speak English in class as well as after class. Biruh (2010) identified the major factors that affect students' practice of speaking skill in the classroom that students were

deficient in having adequate practice of speaking, limited knowledge of grammar and vocabulary, psychological obstacles, cultural back ground and problems of teaching methodology and willingness and proficiency of teachers are factors that make students not to involve in the practice of speaking skill in classroom.

There are several factors that affect the practice of students' speaking skill in the classroom. Some of them could be inner factors, students' previous experiences; while some others can be external as for instance the environment created by teachers in the class. Most of the students in the classroom are already shy or nervous about using the English language. The teacher must help students' self-confidence by encouraging. However, some selective factors are discussed here. It is important to have awareness of some specific factors which have bearing on approaches to language learning and which can ultimately influence the practice of students in speaking activities in English classroom and the teaching and learning out comes. Some of the factors that different authors and researchers investigated that may hinder the students' practice of learning speaking skills are shown as follows:

2.10.1. Background of the Students

Most of the Ethiopian students live in rural areas, that the living area has its own negative impact in applying the practice of learning speaking skill. Language acquisition starts from living area and interaction or practice between individuals. According to John Atkins (1995), English is a more difficult language for rural children to learn than for those children living in urban areas. This is due to shortage of books and other reading materials in English, availability of fewer models of good English and lack of practice opportunities with peers and other community affects the development of students speaking skill. Due to this, they cannot express their ideas and opinions appropriately.

It is unquestionable that many students cannot speak a lot in English when they want to express their ideas and feelings. This is the reason why their mother tongue influences their speaking when they start speaking in English. As evidence, John Atkins et al. (1995) teaching methodology part one says, most of the mistakes which SL students make are due to interference from their first language

2.10.2. Fear of Making Mistakes

Fear is one major factor to foreign language learners. It affects the practice of teaching learning speaking skills. The students know the rules and structures of the language but cannot communicate in that language as the result of fright (Koichi Sato, 2003). With respect to the fear of making mistakes Aftat, (2008) suggests that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activities (Hieu, 2011).

2.10.3. Lack of Confidence

One of the factors for someone to be successful or unsuccessful depends on the confidence she or he has. With out self confidence nothing will be achieved. One of the problems of students in learning to speak is lacking the confidence of achievement in speaking (Thornbury, 2005). Most students worry about making grammatical mistakes and keep themselves silent in speaking lesson. From local study, as Alelign (2011) states most students find it difficult to speak English language because having less confidence which turn create from the fear of making mistakes and at this time teachers should encourage students to speak by giving positive and constructive comments in a relaxed environment. Teachers should also note that it is not good to correct students' pronunciation mistakes very often while they are speaking.

2.10.4. Give Unclear Direction

Unless students are given clear direction before they start to practice any speaking activities, it will hinder them from participating actively in class as well as intended. Too sudden transition to undirected activity creates difficulties and tensions which could undermine the students' confidence both in themselves and teaching methods being used (Little wood, 1981).

Generally, in the presence of such multiplicity of factors, it is a very challenging task to create a successful speaking classroom. Teachers need to cope with such problems in order to achieve the intended goal of language teaching and learning for this purpose, they need to be

familiar with different methods and techniques of practicing different speaking activities appropriately.

2.10.5. The Need of the Learner

Regarding the need of the learner, especially in teaching speaking skills, Windows (1978) said that with reference to language teaching where the aim of the language course is to develop an ability to handle spoken language what learners need intimately to acquire is an awareness of how the language being learned is used for talking.

Therefore, in teaching the speaking skills, the need of the learner is very important. At school, students need to ask questions, to answer questions, to participate in discussion and other activities, but if they not need to use spoken English language, still they would face difficult in speaking skill to do all the above-mentioned activities, be active rather than passive in the class of course, in order to talk they must have responsible knowledge structure features.

2.10.6. Teachers Attitude to Teach Speaking

In most language classes the, speaking skill seems to be ignored and give less attention than teaching of the grammar rules. This shows teachers have an effective on the failure of spoken English. Giving the tools for students will not be enough less. The teachers encouraged and give opportunities to use tools. Byrne (1986) states that the teacher ask, therefore, to give attention to both accuracy and fluency Especially, in non privileged classroom conditions, the teacher has to strike balance between accuracy and fluency to enable learners to communicate adequately.

The implication of this is, in the classroom. Teacher must give his students the different activities which help them to be both accurate and fluent, this because students cannot communicate unless he /she know the basic forms of language at the same time, it will be no use if she/he know the basic form of language and do not know how to use them for communication Therefore, in order to attain ends, accuracy and fluent teacher needs to improve students with different activities which help them to be accurate and fluent so that they will be good at speaking skill.

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The main purpose of this study was to assess the practice and challenges of teaching and learning speaking skill in EFL classroom grade nine students in focus. In this study, descriptive case study design was employed to assess the practice and challenges of teaching and learning speaking skill. The study implied its data collection in the form of words and numbers. Thus mixed research approach (qualitative and quantitative) was used. According to Leech (2004) mixed research approach, both quantitative and qualitative methods are important and useful to draw from the strengths and minimize the weaknesses of both in single research studies and across studies. The qualitative data was employed to gather data from questionnaires, classroom observation and interview whereas the quantitative data was used to support qualitative data instead of number, percent and table.

3.2. Description of the Study Area

The researcher chose North Shoa Zone, Debre Libanos district in DebreTsigie Secondary School as his area of study. This is because, he was familiar with the area and also he has taught in the school for many years. Due to this, he could get information for data easily for the study.

3.3. Participants of the Study

The participants of this study were grade nine students and grade 9 EFL teachers of Debre Tsigie secondary school. The school and the grade level were selected purposively because the researcher works there and also observed the problems well. In addition, it helps him study the issue deeply and makes the research reliable. Moreover, there had not been any significant research conducted concerning the current study in the selected school. The total numbers of students were 420 and all three grade 9 EFL teachers were the participants of the study.

3.4. Sample and Sampling Techniques

This study employed random sampling techniques and 84 (20%) of the total 420 students of grade 9 were selected as subjects for the questionnaire. In line with this, Sharma (2000) suggests that 10 up to 20 percent of accessible population can be taken as sample in the case study. The researcher also believed that this sample size can be enough considering that sample size is determined by the purpose of the study and the nature of the population (Cohen and Manion, 1989). The subjects for the interview from the 84 sample students, 10 students were selected based on their interest and willingness to take part in the interview. All the three teachers recruited for the interview and the researcher used available sampling techniques because the members of the population possessing the required characteristics were small in number. The researcher observed 3 classes among 8 classes 3 times each which the individual teacher teaches using the checklist to identify how the teachers teach, whether the learners engaged in the learning speaking and what challenges hinder the progress of teaching and learning speaking in EFL classroom. The researcher's area of study was Debre Tsige secondary school, and particularly focused on grade 9. The school is locating in north shoa zone and the researcher chose it because of its proximity to his residence area and his familiarity with the school community.

3.5. Instruments of Data Collection

In order to assess the practice and challenges of teaching and learning speaking skill in EFL classrooms, data were collected through questionnaire, classroom observation and semi-structured interview from English teachers and grade 9 students of Debre Tsige secondary school.

3.5.1. Questionnaire

Best and Kahan (1989) and Sharma (2000) state that questionnaire enables a researcher to collect data from large groups of individuals within a short period of time, and it is also easy to administer to a number of subjects in one place at a time. Using this instrument some aspects such as how teachers teach speaking skill, students' engagement in learning speaking lesson

and the challenges of teaching and learning speaking skill during speaking sessions were gathered. The researcher administered an instrument in such a way that the questionnaire prepared for students in their respective school during regular class period. The items were prepared in English and translated to Afan Oromo for the participants. This was because of that Afan Oromo is widely the medium of communication in the area and to help participants to express their idea in detail. He prepared and delivered the open-ended and close-ended questions for randomly selected eighty four students. Before the students started to fill out the questionnaires, the purpose of the study was explained for them. In addition, general direction and oral instruction of questionnaires were given for them. Accordingly, the items were distributed for grade 9 students that the researcher selected as sample from DebreTsigie secondary school.

3.5.2. Observation

The classroom observation was carried out in order to check how the teachers teach speaking, whether the students engaged in practicing speaking lesson, and to identify the challenges that hinder the progress of teaching and learning speaking while the actual class lesson was going on. The reason of using observation was to get live data from the classroom situations (Patton, 1990). Additionally, it provides direct evidence of behavior and allows large amount of descriptive data to be collected. Louis et al. (2007) confirmed that what people do may differ from what they say and they do. Therefore, classroom observation helped the researcher to observe the practical implementation of teaching and learning speaking. It was an important tool in bringing the researcher more closely to the research problem. It was also crucial to discover things that participants might not freely talk about the interview situations (Patton, 1990). The researcher prepared a check list and observed 3 times each three classes from 8 classes.

3.5.3. Interview

In an attempt to collect data from students and teachers, interview were played a supportive role to both questionnaire and observation in eliciting information regarding how the teachers teach speaking lesson, in what way the learners engaged in learning speaking lesson and what

challenges hinder the progress of teaching and learning speaking lesson. It was chosen since it has the capacity to bring out information that was not obtained through questionnaire and classroom observation (Koul, 1984; Selinger and Shohamy, 1988). Ten students were selected based on their interest from 84 students those who were selected randomly for questionnaire. The researcher translated the interview questions into Afan Oromo for the students. Also all three English teachers who were teaching grade 9 were the participants of interview questions.

3.6. Procedures of Data Collection

The data collection sessions were arranged at times suggested by the high school's permission and the willingness of the participants. In this study, the data collected in the following procedures. Firstly, before distributing the questionnaire, each students were given orientations how to select their own choice personally and the respondents were advised to complete the questionnaire separately and genuinely. Then the questionnaires were administered to eighty four students who were selected using simple random sampling techniques.

Secondly, classroom observation was taken as an instrument to investigate what actually happened in the speaking classes. Therefore, among the eight classes, three randomly chosen classes were observed while teaching and learning speaking lessons. Each class was observed three times using observation checklists. The checklists included different types of items, which were all concerned with classroom condition, teachers' ways of teaching; whether the students engaged actively in speaking lesson and challenges those hinder the progress of teaching and learning speaking skill in EFL classrooms in order to practice their teaching and learning speaking skill.

Finally, a semi-structured interview was used to gather more data for cross-checking. It was interviewed for teachers and students in different questions and separately. The contents of the interview were also almost similar with that of questionnaire and observation. It contained the way teachers use to teach speaking skill, whether the students engaged in learning speaking lesson and the challenges that hinders the progress of teaching and learning speaking lesson and how to overcome the challenges.

3.7. Methods of Data Analysis

In order to assess the practice and challenges of teaching and learning speaking skill in EFL classrooms data gathered through questionnaire, classroom observation, and semi-structured interview. Then, the data gathered through the above tools were analyzed and discussed by using both quantitative and qualitative methods of data analysis. First, statistical tools such as frequency, number and percentage used to analyze and tabulate closed-ended questionnaire. Then, data which obtained through open-ended questionnaire, classroom observation and semi-structured interview analyzed and discussed quantitatively and qualitatively. The methods complemented one another and data with similar categories organized thematically with triangulation methods.

4. DATA ANALYSIS AND DISCUSSION

The major purpose of the study was to assess the practice and challenges of teaching and learning speaking skill in EFL classrooms. This chapter generally, deals with the analysis of the results obtained and discussions of the results of quantitative and qualitative data obtained from the students' questionnaire, classroom observations and interviews with teachers and students in line with the methodology employed and the objectives of the study.

4.1. Analysis of How Teachers Teach Speaking Skills

To obtain data related to how the teachers teach speaking in actual classroom of teaching speaking skill, the students were asked to report (using questionnaire and interview) on how their teachers had been teaching speaking skills. The data were also obtained through interview with teachers and classroom observation.

Table.1. Students' responses on how teachers teach speaking in EFL classrooms

Statements	very low (1)		Low(2)		Average (3)		High(4)		very high(5)	
	No	%	No	%	No	%	No	%	No	%
My teacher arranges and organizes group discussion during speaking lesson.	13	15.5	40	47.6	22	26.2	8	9.5	1	1.2
My teacher orders me to practice speaking skills in meaningful ways.	27	32.1	34	40.5	20	23.8	2	2.4	1	1.2
My teacher gives me chance to participate in speaking activities.	12	14.3	38	45.2	25	29.8	8	9.5	1	1.2
My teacher advises me to use strategies of learning speaking	11	13.1	19	22.6	45	53.6	7	8.3	2	2.4

My teacher uses different kinds of games, poems, discussion, role play, dialogues, oral telling, , interview, and other activities	21	25	46	54.8	10	11.9	6	7.1	1	1.2
My teacher guides and supervises me during group or pair work	18	21.4	44	52.4	14	16.7	8	9.5	0	0
My teacher gives me an appropriate amounts of time to practice speaking	20	23.8	38	45.2	22	26.2	4	4.8	0	0

Table 1 depicts that, 84 sample students asked in order to identify if the teachers play their own role to practice teaching speaking skill. Regarding to arranging and organizing group discussion 13 (15.5%) of respondents responded that the teachers role in arranging and organizing group discussion is very low, while 40(47.7%) responded that the role of teachers for this activities was low. Majority of the respondents were responded the role of teachers to teach speaking skill by organizing and arranging group discussion was low. On another hand, the roles of teachers to teach speaking skill by organizing and arranging the students in the classroom medium or average number was 22(26.2%). This shows that there were some teachers that arranges and organizes group discussion to teach speaking skill. About 8(9.5%) respondents responded the role of teachers to teach speaking skill by arranging and organizing group discussion was high. Therefore, this indicates that almost all teachers have lack of interest to implement these methods. Another point, only 1 (1.2%) respondent responded the roles of teachers to teach speaking skill by arranging and organizing group discussion was very high. There were almost all of the respondents responded almost all teachers have never used this methods to teach speaking in the classroom.

Arranging and organizing group discussions is a very important technique that the teachers need to use in teaching and learning speaking lesson. It creates the hot interaction between the

students. According to Rivers (1987) letting students learn from their peers is very important as it helps them to use all the language they have at their disposal. But in this result the teachers did not use this method as it is expected.

Regarding to present new language you need to practice speaking skill in the classroom, the respondents responded the role of teachers to teach speaking skill was less. About 27(32.1%) of the respondents responded that the ways of teachers presenting new language to practice speaking skill systematically and meaningful was very low. This shows that most of the teachers were not implemented this techniques in the classroom. On another hand, about 34(40.5%) of the respondents responded that the way teachers use to teach speaking skill by presenting new language they need to practice speaking systematically and meaningful was very low. This indicates that the majority of the teachers were not implemented this system to teach speaking in the classroom. The other points, about 20(23.8%) of the respondents responded that they were average or medium that teachers presenting new language need to practice speaking systematic and meaningful in the classroom was very high. About 2(2.4%) of the respondents responded that they were high in order to practice speaking in this system. Similarly, about 1(1.2%) of the respondents responded that the teachers presenting new language systematically and meaningful was very high.

This shows that there was less number of teachers to present this system in speaking skill in the classroom. To make the practice of teaching and learning speaking meaningful in the classroom teachers need to orders students in the way that the students can involved in learning speaking and its activities. Otherwise, the practice of teaching and learning speaking can not be meaningful. But in this result, the teacher did not play what is expected and is not as such a meaningful.

The way teachers use to practice teaching speaking skill by providing a chance for students to participate in speaking activities were very low. As it can be seen from the table above, about 12(14.3%) of the respondents responded that teachers gave the chance for students to participate in speaking activities was very low. This indicated less number of teachers were not implemented this mechanism in the classroom. The other point about 38 (45.2%) of the respondents responded that they were low. This shows that most of the teachers were not give the chance for the students to participate in speaking activities. About 25(29.8%) of the

respondents responded that there were average or medium that the teachers gave the chance for the students to participate in speaking lesson. This point indicates, there were some teachers implemented this system of teaching speaking skill in the classroom. On another hand, about 8 (9.5%) of the respondents responded that teachers provided a chance for students was high. Only 1 (1.2%) of the respondent responded very low. This shows that almost all of the teachers did not implement this mechanism. Therefore, it indicates that three of the teachers were not giving the chance for students to practice speaking skill using speaking activities in English foreign language classrooms.

Regarding to advising of students on how to use strategies of learning speaking skill in the classroom about 11(13.1%) of the respondents responded very low, about 19(22.6%) low, about 45(53.3%) average or medium, about 7(8.3%) was high and 2(2.4%) of the respondents was very high. This shows that majority of the respondents responded the teachers advise the students averagely to use strategies of learning speaking skill.

Concerning with uses of different games, discussions, dialogues, role plays, interviews, debate, oral telling, poems and other information gap activities 21(25%) of the respondents responded very low, about 46(54.8%) responded low, 10(11.9%) responded average. This shows that a great number of respondents responded that their teacher didn't use different activities. About 6(7.1%) respondents responded high and 1(1.2%) respondent responded very high. This indicates that almost no teacher used different games, discussions, dialogues, role plays, interviews, debate, oral telling, poems and information gap activities.

In the mother country, second language students need to practice the language regularly inside the classroom through performing different activities. So, learners should be given ample practices of speaking activities in classroom at all levels to express themselves in situations where they can use spontaneous language. Practice activities may serve the teaching and learning goal of speaking proficiency. For example, dialogues may be used to perform sentence patterns. Not only dialogues but also other types of activities have their own values in the practice of teaching and learning speaking skill. Those methods are advised to use in the teaching learning process of speaking skill in English foreign language classrooms. But in the current study the data gained from the students' questionnaire shows the teachers did not used these methods to teach speaking in EFL classrooms as it is expected.

With respect to guide and supervise group or pair work the respondents responded 18(21.4%) was very low, 44 (52.4%) was low about 14(16.7%) average or medium, about 8(9.5 %) was high and 0(0%) was very high. These indicates that about half of the respondents responded low and almost all of the teachers were not implemented this in the classroom. No one responded very high. This shows that teachers were not used to guide and supervise group or pair work during speaking lesson. The teachers' role lack to guide the awareness further in direction of good teaching and practice by encouraging students to became aware of the wide range of strategies available to them for learning speaking.

Regarding to give an appropriate time for students to practice speaking skill, the respondents responded that about 20 (23.8%) was very low, about 38 (45.2%) was low, about 22(26.2%) was average or medium, about 4(4.8%) was high and about 0 (0 %) was very high. This shows that none of the respondents responded very high and majority of the respondents responded low. Therefore, this indicates teachers did not give an appropriate time for students to practice speaking skill in the classroom. It is because the roles that teachers played to practice speaking skill in the classroom were low.

This shows that the roles of teachers to arrange and organize the group discussion, giving chance for students to participate in speaking activities, advising students to practice and learn speaking strategies, teaching speaking strategies, guiding and supervising group discussion, giving appropriate amount of practice, and monitoring performance of students to practice speaking skills were low. From this point, it is possible to conclude that there were not genuine practices of speaking skills in EFL classroom of grade nine.

The researcher also observed the practice of teaching and learning speaking skill in EFL classrooms. As indicated on the observation check list from appendix C, all observed teachers presented speaking lesson traditionally. They did not used active modern communicative approaches. For all three observation days teachers used only explanation method without participation. They did not use expressing certainty and uncertainty, asking for and giving opinion commands and telling stories.

Moreover, the teachers did not give each of the performance a chance to participate in giving each of them in speaking under practice. The teachers were repeatedly gave some chances

only to higher achievers. Three of them were not seen using monitoring students' performance to see that it is satisfactory. The main activities done in the classroom were seen to be reading speaking activities, asking and answering questions sometimes through all observed class. Very few students tried to speak English in the classroom.

As data obtained from observation, all teachers should try to arrange and organize group discussion. However, three of them did not used as a meaningful practice of speaking skill, did not provide the students to engage in activities that promote to practice speaking in teaching/ learning and give appropriate amount of time for students to practice speaking in the classroom.

On the other hand, only one teacher tried to give the chance for students (higher achievers redundantly to participate in speaking). Three of them were not advising students to use their own strategies of learning speaking in the classroom. All teachers were not seen to guiding, supervising and monitoring during group work or pair work. Similarly, all teachers were not seen when they encourage students to participate in speaking and facilitate the communication process between all participants in the classroom.

The researcher obtained data from the teachers' interviews. Accordingly, the types of activities and the methods/techniques that are used by teachers in EFL classroom were asked. Three of them answered nearly similar responses. For example one participant mentioned:

Many types of activities are there to use during the practice of teaching and learning speaking skill. But, I perform only some of them like role play, drama, games and so on by arranging and organizing groups. Sometimes I also order them to practice speaking skills in meaningful ways but it is not much enough. I also use different methods/ techniques to teach speaking in the classroom like discussion, dialogues, debate, interviews and others to teach speaking. But it is not continuously. I do not use this methods many times. I focus only grammar parts and as the interest of the students is learning grammar.

The other participant added:

I arrange and organize group discussions well during the practice of teaching and learning speaking skill in EFL classrooms. But, I do not practically manage or control

students as they do these all activities like ordering to practice speaking skills in meaningful ways, giving chance to participate in speaking activities, advising them to use strategies of learning speaking, and I use different kinds of games, discussions dialogues, role plays, songs, poems, and other activities sometimes.

Another teacher responded:

We as a teacher in this school, we have not played the role that is expected from us to teach speaking lesson in EFL classrooms of grade nine (9). As I think, we did not use the activities that are expected to use in the speaking lesson in the case of the time that we have for one period to teach the lesson. The time that is given for one period to teach a lesson is not much enough in EFL classroom and we do not use it as expected in the practice of teaching and learning speaking skill during the lesson.

In support with this, Freeman (1986) describes the teacher as a manager of classroom activities. The major responsibility that is expected from the teacher is to set up activities that promote communication in EFL classrooms by using different techniques and strategies. So that in this case, the teacher had not done as well as it is expected.

Additionally, the role the language teacher plays is of great importance as to help the learners master the necessary skills and develop communicative competence. The teacher plays a variety of roles which, Harmer (2001) asserts, may change from one activity to another or from one stage of activity to another. Accordingly, a language teacher should organize students in to different groups or pairs, monitor students' involvement in speaking skills learning process, advise students participate students in to groups or pair discussion and so on when necessary (Harmer,2001).

On the other hand, regarding with techniques that are used by teachers it was not played as it was expected as it can be seen from the observation check list (Appendix C). As far as the 9 continuous observations are concerned, it shows that the teachers were not used modern techniques' to practice teaching and learning speaking skills. From three teachers only one teacher tried to use discussion method one day. The techniques were used that seen in three of them were questions and answer, reading blank dialogue, give opinion giving instruction, interpret activities by themselves and used translation. Hence, three of them were not used

effective techniques which are basic for practice and productions stages in order to teach speaking skills. They were not seen using active learning or learned-based joint discussion, oral report, role play and drama, interview, debating, learner- learner description and recreation, games and information gap activities.

This shows that teachers were not used communicative approach when they taught speaking skill to develop students' ability in speaking. Three of them could not design their own activities that promote to practice speaking. There was not seen active learning that all students participated in discussion. This suggests that, lack of different speaking activities in English speaking classroom was one of the factors that impede grade nine students speaking skills. In line with this, Brophy (2000) states that the strategies the teacher uses can be fun and enjoyable, and at the same time achieve academic goals. Teachers should use activities that enhance students learning and avoid ones that are a waste of time.

4.2. Analysis of Students' Engagements in Learning Speaking Skills

Table.2.Students' responses if they engage in learning speaking skills

How often do I engage in Speaking skills?	Always (5)		Usually (4)		Sometime (3)		Rarely (2)		Never (1)	
	No	%	No	%	No	%	No	%	No	%
I speak English outside the class	0	0	2	2.4	16	19	31	36.9	35	41.7
I ask my teacher for clarification and report back to the class	1	1.2	8	9.5	34	40.5	28	33.3	13	15.5
I listen to the discussion and report back to the class	1	1.2	4	4.8	34	40.5	28	33.3	17	20.2
I talk and share an ideas about topic during speaking lesson	2	2.4	8	9.5	35	41.7	27	32.1	12	14.3
I ask my teacher or classmates	2	2.4	7	8.3	34	40.5	25	29.8	16	19

for correction of error in my speaking										
I try to correct myself when I feel that I am not using the correct form while I am speaking	3	3.6	7	8.3	40	47.6	20	23.8	14	16.7
I plan my way of developing speaking	2	2.4	7	8.3	28	33.3	23	27.4	24	28.6
I participate in pair and group work	1	1.2	7	8.3	34	40.5	23	27.4	19	22.6
I give appropriate responses for group members	1	1.2	7	8.3	33	39.3	36	42.9	7	8.3
I have a good relationship with my group members	8	9.5	12	14.3	25	29.8	23	27.4	16	19
I evaluate my weakness and strength in speaking	1	1.2	8	9.5	18	21.4	34	40.5	23	27.4
I speak English clearly and vividly	0	0	0	0	3	3.6	49	58.3	32	38.1

Table.2. deals with the engagement of the learners in the practice of learning speaking skill which includes speaking English outside the class, ask the teacher for clarification and report back to the class, listen to the discussion and report back to the class, talk and share ideas about a topic during speaking lesson, ask the teacher or classmates for correction of errors, plan the ways of developing speaking , participate in pair or group work, give appropriate responses for group members ,evaluate the weakness and strength by themselves and they speak English clearly and vividly. Referring to all questions that the engagement of students in speaking skill. Then, they described the degree of implementation in learning speaking skill as follows:-

Concerning implementation of speaking English outside the classroom 0(0%) of them responded always, about 2(2.4%) of them usually, about 16(19%) sometimes, about

31(36.9%) of them rarely and about 35(41.7%) of them responded never. This indicates that majority of the respondents responded students were not practiced speaking skill outside the classroom. It is important to practice speaking not only in the classroom but also out of the classrooms and come to the class to apply it. But in the above results such likes were not learnable.

Concerning with asking the teacher for clarification and report back to the classroom 1(1.2%) respondents responded always, about 8(9.5%) of them usually, about 34(40.5%) of them sometimes, about 28(33.3%) of them rarely and 13(15.5%) of them responded never. From this conclusion, we infer that majority of the respondents responded sometimes. Then students sometimes implemented this mechanism in the classroom during speaking lesson.

Regarding with listening to the discussion and reporting back to the class, about 1(1.2%) of respondents responded always, about 4(4.8%) of them usually, about 34(40.5%) of them sometimes, about 28(33.3%) of them rarely and about 17(20.2%) of them responded never. This implies that the majority of the students listen to the discussion and report back to the class sometimes.

In relation to sharing ideas, about 2(2.4%) of the respondents responded always, 8(9.5%) of them responded usually, about 35(41.7%) of them responded sometimes, about 27(32.1%) of them responded rarely and about 12(14.3%) of the respondents responded never. Similarly, this also indicates that sometimes students share and talk ideas about a topic during speaking lessons.

Another way of presenting that ask the teacher or classmates for correction of error in speaking that about 2(2.4%) of the respondents responded always, about 7(8.3%) of the respondents responded usually, about 34(40.5%) of the respondents responded sometimes. This implies that majority of the students implement it sometimes in the classroom. On the other hand, about 25(29.8%) and 16(19%) of them responded rarely and never respectively. Meanwhile only two respondents responded this mechanism always implemented in the classroom. Whereas about 16(19%) of the respondents responded that students were never implemented this strategy in the classroom during speaking lesson.

Another point regards to try to correct them when they are using the correct form during speaking. As it is stated in the table above, about 3(3.6%) of the respondents responded always, about 7(8.3%) of them responded usually, about 40(47.6%) of them responded sometimes. This indicates that majority of the respondents responded that students sometime implemented this mechanism in the classroom during speaking lesson. Similarly, about 20(23.8%) and 14(16.7%) of respondents responded rarely and never respectively.

Possibly, from the table, one can recognize that students rarely plan ways of developing their speaking skill. About 28(33.3%) of the respondents responded that they were sometimes plan ways of developing speaking skill. About 23(27.4%) and 24(28.6%) of them responded rarely and never respectively. About 7(8.3%) of them responded usually and 2(2.4%) of the respondents responded always. From this point of view, students did not need to plan in order to develop their speaking skill

Concerning with the participation of the students in a group or pair work that about 1(1.2%) of the respondents responded always, about 7(8.3%) of them responded usually, about 34(40.5%) of them responded sometimes, about 23(27.4%) of them responded rarely and about 19(22.6%) of the respondents responded never. From this data, we understand that majority of the students did not implement this mechanism in the class. On the other hand students didn't share ideas and information in small group.

As far as question and answer is concerned, students give appropriate responses for group members that the respondents responded about 7(8.3%) usually, about 33(39.3%) of them responded sometimes, about 36(42.9%) of them rarely and about 7(8.3%) of them responded never. Only 1(1.2%) respondent responded always. This indicates that students gave responses for group members sometimes.

In connection to forging good relationship between group members about 8(9.5%) of the respondents responded always, about 12(14.3%) of them usually, about 25(29.8%) of them sometimes, about 23(27.4%) of them rarely and about 16(19%) of them responded never. Therefore, from this interpretation we infer that majority of the students have smooth relationship.

The data indicates only one (1.2%) respondent responded always. Students evaluate their weakness and strength in speaking. However about 34(40.5%) and 23 (27.4%) of the respondents responded rarely and never. This shows that almost all of the students didn't evaluate their weakness and strong side in speaking skill. About 8(9.5%) and 18(21.4%) of them responded usually and sometimes respectively.

Lastly, the purpose of the study is to find problems of students in speaking skill. Respect to this, about 49(58.3%) of the respondents responded rarely. This implies almost all of the students didn't speak English clearly and vividly. On the other hand, about 3(3.6%) and 32(38.1%) of them responded some times and never respectively. None of the respondents responded always and usually. This shows that all grades nine students of DebreTsigie secondary school were not speak English clearly and vividly. From this analysis, we understood that there were not genuine practices of speaking skill in the school.

From above finding we can conclude that majority of sample respondents as indicated by number and percentage, results are rarely implemented with the roles of students in speaking skill. Then, the engagements of students have a gap in order to perform or achieve the objectives of speaking skill in EFL classrooms. In relation with this, the researcher observed the actual classrooms of practicing speaking skill. They were rarely seen asking question and answering for clarification and participate in group or pair work. They were hardly observed talking and active participation in pair or group work. It could be seen that they showed little individual effort and interest towards the existing work or activities. Almost no students were observed using a limited number of strategies to learn speaking. None of the students asked for error corrections and help themselves to practice speaking skill. Moreover, no one observed using different styles of speech.

Generally, the encouragement of students to learn speaking skill in the classroom was passive. Rubin and Thomson (1982) recommended that student need to use different strategies to develop speaking skills. However, the students were observed to be almost passive.(Appendix C) They were not seen all students tried to participate in group or pair work, report back to classmates, ask teacher freely, talk and share ideas with each other, give appropriate responses for group members, interest to learn English and speak English clearly and vividly.

Meanwhile, they can be seen that students have been good relationship even if they communicated with first language. This shows that students were also making less effort to learn speaking skills. Asked, during interview, are the students participating in practicing speaking skill.

One teacher said that;

students did not participate in the speaking activities such as group work (Pair work) role play, drama, interview, Oral report and any communicative output due to lack of interest and confidence.

Another teacher added;

Students have no plan to develop their speaking skills. They do not care about speaking in the classroom. They give the time for grammar part. Even when I speak in the class, they think about the mistake that I make grammatically and also they fear about making error when they want to speak.

Similarly, another teacher also replied that;

Students do not have interest to be involved in speaking lesson and they prefer being silent rather than speaking because of afraid of their peers.

Similar to the above ideas (the results of the teachers' interview), the results obtained from the students' interview convey similar views when they are asked whether they actively participate in learning speaking. For example, one student responded;

I do not want to practice speaking whether out side of the class or in the classroom. I only focus on English with grammar part that it comes on exam.

Another student added;

I usually want to participate in speaking English in the classroom. But I do not speak in the case afraid of my friends. They laugh to me that I think when I made a mistake.

From the above responses of teachers and students one can understand that the students do not participate actively in learning speaking lesson. This indicates that the students many times do not engage in the activities listed in table above.

As Harmer (1991) states in the communicative language teaching classroom, most of the class time should be covered by students' activities. However, as the teachers and the learners' responses and the classroom observation revealed, most of the class time was covered by the teachers.

4.3. Challenges that Hinder the Progress of Teaching and Learning Speaking Skills

The respondents asked whether the teacher motivate the students to practice speaking in the classrooms (see appendix A). The responses for the description prove that largely the teachers didn't motivate students to practice speaking skill in the classroom. As the respondents replied, 22(26.2%) have acknowledged that teachers motivate them to use the language for communication, while about 62(73.8%) of the respondents responded that teachers do not motivate students to practice speaking skill.

Therefore, these data shows majority of the respondents responded that teachers did not motivate students to practice speaking in the class. In line with this, Nunan (1999) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. On the other hand, Desalegn Chalchisa (2000) emphasizes the positive correlation of learning, managing and motivation and says "motivated students typically have positive attitude towards class learning, fewer management problems and describe school as satisfying."

Respondents reflected their ideas major challenges that hinder to practice teaching and learning speaking is to motivate students in the classroom. These are attitude of teachers, or teachers have not any interest to teach speaking, little believes of students to learn speaking and little attention to give for speaking lesson.

The researcher also observed the class. (See Appendix C). As regards, three of the teachers were not seen that allowing sufficient time for students to participate in speaking lesson and motivate students during speaking was major challenges in the classes to implement speaking lesson.

As the researcher clearly observed back ground knowledge of the students, interest of the students to learn speaking lesson, teachers attitude towards teaching speaking skill, and get all students to participate in speaking were the major challenges in the practice of teaching and learning speaking skill in EFL classroom. But, it can be rarely seen that teachers give clue direction before they were started speaking lesson.

As the researcher observed the actual class, the first teacher wrote examples of pictures on page 157 from text book on the blackboard. The teacher made his students decided to describe about the given picture from text books. After that he told them to write sentences based on the order they put individually. Finally, some students read the sentences to the class. In this class, no group discussion, or pair work was seen to be done by students to the class. There was no interactive ways of teaching speaking skills.

However, the teacher of other class or section tried to make the students discuss in group to describe about traditional objectives. Then the teacher gave the chance only for one student that represents the group to read the sentences for the class. The third class of teacher was of teacher similar with the first one. First he tried to give examples for students. Then he gave a chance for students to write about traditional objectives on their exercise book. After that some students read for the class.

The second week, the students were working on the unit nine (9), under the speaking topic of, “Asking for clarification” on page 165. The first class teacher wrote the use of a range of expressions to ask for repetition and clarification on the blackboard. Then the learners take a note from a blackboard on their exercise book. In this class students didn’t work with partner to practice giving instruments on how to draw picture and partner interrupt frequently to ask clarification by responded rephrasing. The second teacher gave for the students first to write words that express about asking for clarification from text book. After that he tried to express the meaning of the words by himself. Then, the students tried to discuss in group. However, students didn’t get the chance to speak in the classroom about topic, give instruction of their village, school and sport. The third teacher also wrote a range of expression to ask repetition and clarification such as please repeat that , sorry I did not catch the last part, sorry you have lost me, what was that again, are you with me and let me put it another way. It was not seen when the teachers gave appropriate practice for the students in the class.

The third week the teacher of the first class started the lesson by giving the answers to the homework. The students were asked to tell their answers. Then the teacher told his students to work under the topic of speaking lesson “Agreeing, disagreeing and giving opinions” on page 178. The first teacher gave the chance for students to read opinions using expressing words for students by providing examples. There was not seen when students discussed in groups and shared ideas with each other. The second teacher tried to make students in five groups. The students discussed in Afan Oromo and they were writing words that describe agreeing, disagreeing and giving opinions. Then, he wrote one sentence as example for students. Example, I think learning to swim is a waste of time. He tried to give a chance for students to write sentences express agreeing, disagreeing and giving opinions individually.

From the data presented, so far, one can infer that students were observed reading speaking activities from text book, discuss in their native language, writing the activities, writing sentences, on their exercise books and answering questions. Sometimes they were discussed in group in the class. No teacher was observed using activities to practice on speaking skills such as information gap activities, problems solving, role play, drama, storytelling, oral report, interview, games, simulations, and debating that promote communicative approach.

Generally, this indicates that there were many challenges that teachers and students faced to implement or practice speaking skill in regular classroom during observation. The classroom observation data also showed that teachers were not playing active role using speaking skills, teaching techniques and strategies. It also indicated that activities promoted speaking lesson were not used throughout the observations sessions. Consequently, it could be observed that students have poor speaking performance.

The researcher also interview with teachers about the challenges that hinder the progress of teaching and learning speaking skill in EFL classrooms.

One teacher replied that;

From my experience, I saw many challenges to teach speaking in EFL classroom. Among them, the main challenges that hinder the progress of teaching and learning speaking skill in EFL classrooms are students' interest to practice speaking in their target language,

teachers' motivation, students' shyness/fear of making mistakes and students' background knowledge are the majors.

He also added how to overcome the problems. He said that;

To overcome these problems the students should have positive attitude towards learning speaking, the teachers should motivate the students to practice speaking or give awareness, not only students to learn but also teachers should have positive attitude towards teaching speaking skills, giving enough time for practicing speaking skills and whether students should not shy/fear/afraid in making mistakes are the major solutions.

The rest of the teachers also added the same ideas with the first one.

The researcher again asked the same question one student. He reported as follows:

Many challenges are found when we practice teaching and learning speaking in EFL classroom. For the main challenge is the background knowledge of students. The students do not know how to practice speaking, the method to use to practice speaking, techniques or strategies to practice speaking and so on. We do not know any thing about speaking from our previous and that challenge us.

The respondent said;

To overcome these challenges we should discuss with our teacher to tell us the techniques, strategies, and methods to practice speaking, we should have an interest, we should practice speaking in English classrooms, and we should make hot participation during EFL classroom and so on.

Another student said;

In my opinion English language teacher should be responsible to motivate their students both in the classroom and out side of the classroom. But this was not performed in our class. I think our teacher consider all of us as we are not interested to speak in English language. He usually encourages us for supplying correct answers from the text book.

Other students also added what the first respondent said.

From the above interview, one can conclude that many challenges that teachers and students faced during the practice of teaching and learning speaking in EFL classrooms. The challenges are the background knowledge of the students, the attitude of students towards speaking skill, the techniques, strategies and methods that teachers use to teach speaking, how teachers encourage students in the practice of learning speaking and so on.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter of the study the researcher stated the summary of the major findings, concluding remarks of the study and based on the findings and conclusions made mentioned possible recommendation of the study.

5.2. Summary

The main purpose of this study was to assess the practice of teaching and learning speaking skill in EFL classroom in grade nine at DebreTsige Secondary school.

In order to attain the intended objectives and to get reliable information, three tools of data collection were used. Here, students' questionnaire and the classroom observation were used as major data gathering tools. Thirdly, the teachers' and students' interview were employed as supporting tools.

In the study, the data was collected in the following procedures. Firstly, the questionnaire was administered to eighty four (84) grade nine (9) students. Then, the classroom observation with observation check lists was performed in three (3) classes three times each. Lastly, the data were obtained from the three English language teachers and ten grade nine students through semi-structured interview. The gathered data were analyzed and interpreted by using both quantitative and qualitative methods. The descriptive statistical methods were employed to analyze quantitative data and the data which were obtained through open- ended questionnaire. Classroom observation and semi-structured interview were analyzed and discussed qualitatively. Based on the analysis of the data, the overall findings of the study indicated that the background knowledge of the students the shyness of the students, and unable to use different techniques and strategies of students and teachers respectively lead the challenges that hinder the progress of teaching and learning speaking skill in EFL classrooms.

5.3. Conclusions

The researcher has examined some points and conclusion for the study that assessing the practice of teaching and learning speaking skill in EFL classroom at DebreTsigie secondary school with particular reference to grade nine (9), students' response to questionnaire, classroom observation and students' and teachers' interview. From all that has been discussed and analyzed so far, the following conclusions have been drawn:

Most of the students in the school were not highly motivated to practice speaking skill in the classroom. Further, considerable numbers of students do not make an effort to practice speaking skill in real situation in the classroom as well as outside the classroom. Thus, they have limited implementation and practice of speaking in the language class. On the other hand, failure of learners to look for outside classroom speech practice opportunities less likely rises from the reason that learners lack basic skills in the language just start with. Rather this attributed to their reason and these include frightens, lack of confidence, attitude, and learners feels that they learn speaking skill. Then, students were passive reaction to practice speaking activities.

It is obvious that the role of language teacher is to facilitate the best conditions for all learners in communication process and monitoring the learning activities. To do so, a teacher is expected to act differently in different situation. Concerning teaching and learning speaking, a teacher has to play role in all stages (presentation, practice, production) actively. However, all data showed that the teachers were not playing active roles in developing speaking skills. They did not present the lessons in memorable and meaningful way. No maximum amount of practice was given for students. It could be observed from the result that they did not create enough opportunities for students to use English in real life communication.

Teachers did not provide regular opportunities for their students to practice speaking skills. In addition, teachers did not encourage students to share ideas and information in small group and make students relaxed and confident to speak English. The data revealed that they focused on doing some activities in text books mainly through reading, writing, ordering, questions and answering.

Even though language teachers were expected to use different techniques and strategies to teach speaking skills, the data indicated that the selected teachers were using traditional approach. The techniques mostly used were questions and answering, explanation, translations (interpretation), reading activities and writing without communication. Moreover, they were teaching speaking skills discretely. The way teachers assess students' performance was not effective.

Similarly, teachers rarely used strategies to develop speaking skills of students. As data indicated they were hardly seen that facilitate ways of learning work best ,keep on talking through English, encourage to speak English outside the classroom, motivate to practice for both accuracy and fluency, provide opportunities to work in pair or group, and encourage students to take responsibilities in speaking lesson.

English teachers are required to develop speaking activities which enable students to use language for communication. However, the study depicted that the teachers were using only some activities like questions/answering, picture ordering, and interpretation. As the analysis of data reveals the activities that teacher used were not much enough and even not adapted the need of learners. Teachers were not designed and used activities that promote speaking lesson.

The analysis data indicated that teachers did not use activities that promote communicative output like oral report, role play and drama, games, debating, simulation, interview, information gap activities, discussion method and conversation (dialogue). The students were seen reading the activities and writing the answers in their exercise books.

In developing speaking skills, the students also have their own role. Even though, a lot of duty is expected from them, result finding of the study showed that they mostly to be passive reaction in the classroom. They were not participating actively in group discussion, did not give appropriate responses for group members, or they discuss and report back to the class. All students have not planned program to practice their speaking skills outside the classroom, especially in real life communication as data indicated. Consequently, the result showed that the students have poor performance in speaking English. They didn't speak English clearly, vividly, exactly and perfectly.

On the other hand, the result showed that little interest and experience of the students to learn speaking lesson, lack of motivating Students during speaking lesson, weak organization of making students in pair or group to practice speaking, teachers attitude towards teaching speaking lesson by making his/her lesson interesting enjoyable and clear objectives of lesson, lack of exposure, lack of get all students to participate in speaking and shortage of sufficient time give for students to practice speaking skills were the major challenges that affect the practice of teaching speaking skill.

5.3. Recommendations

Teaching speaking skills is very important part of language teaching, since; it enhances communicative efficiency. To achieve these goals, it needs to use appropriate implementation of speaking activities in the classroom. However, the analysis of data showed that students fail to use this language in communication. Then, from all that have been discussed and analyzed so far, the researcher recommended as follows.

- Teachers should play their own role in creating opportunities for learning speaking skill through different activities systematically and meaningful, devising and providing maximum amount of practice, giving regular and frequent of practice and activities that promote speaking lesson. In addition, they have to play their roles in facilitating communication process between all participants by guiding, supervising, motivating and managing the students learning process.
- Teachers should support to enable students carry out speaking activities successfully. They should be relaxing, supportive learning environments in order for students to be feel relaxed enough to try to speak English. Teacher should provide regular opportunities for students to practice speaking in the classroom. In addition, they should encourage get all students to participate in group discussion.
- Teachers should use different techniques and strategies to accommodate learning speaking skills in the classroom. They should be advised to use group/pair work, games, project work, oral report, interview, simulation, debating information gap activities, conversation and other elicitation techniques to develop speaking skills.

- Teachers should teach speaking skills integrative with other skills, especially with listening, reading and writing. Teachers have assessed their students' performance continuously. They should give a systematic correction to their students' errors and mistakes. Based on this, they advised to use techniques echoing and correctness. They are also needed to teach train speaking strategies to develop students learning autonomy.
- Teachers should develop speaking activities that promoted on the basis of communicative approach. They need to develop activities which enable the students to use language for purpose of communication in real life. To do so, they have to develop the activities that promote in speaking such as information gap activities, role play, drama, discussion method, games, simulation, reasoning gap, opinion gap, storytelling, oral report and interview.
- In addition, teachers should be design their own activities to make the lesson interesting and enjoyable. It would be advisable for teachers to keep a balance between accuracy and fluency while they develop speaking activities. In the teaching and learning of speaking teachers can assume various roles that are dynamic and subject to change according to the psychological factors brought by the participants (Nunan and Lamb, 1996) and will have to play different roles at different times' (Byrne, 1991) when performing the activities. Students should play their roles in learning speaking skills. They have to participate actively in the classroom in activities such as asking and answering questions, asking for clarity, participate in group (Pair) work, report back what they discussed, asking information, give advice, giving opinion, telling stories, oral report , speak just pretend the other person, playing language game and problems solving activities.
- Students should plan strategies and techniques to develop their speaking skills. In addition to this, they should communicate with people outside the classrooms. Generally, they have

to use the language in real life for the means of communication through taking risks and getting themselves exposed to the access of using English.

- The school should be prepared laboratory to create good opportunities for teachers and learners. In addition to this, language club should be established in the school to give chance for students in order to use for means of communication.
- Generally, it is the belief of the researcher that concerned bodies and school administration should adjust factors that affecting the practice of teaching and learning speaking skill in the school. They should facilitate condition for teachers and learners to practice teaching and learning speaking skill in the school. In addition, all school members can bring a change through working together and provide all necessary support for the learners.
- Lastly, for the success of students' effort in alleviating the challenges that affecting speaking skills ability problems they face, the school principals, the school students guidance and counseling, and teachers play vital roles in indicating, directing and finding remedies in general, and specifically subject teachers should give feedback on students spoken work in different ways whether inside the class or outside of the classrooms.

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7. APPENDIXES

Appendix A: Students' Questionnaire

Haramaya University

Post Graduate Program Directorate

Collage of Social Sciences and Humanities

School of Foreign Language and Journalism

Dear Students,

The Purpose of this questionnaire is to gather data for a study leading to an MA Degree in **TEFL** (Teaching English as Foreign language). This study aims at describing your classroom practices of speaking skills. It also assesses some challenges that influence to practice teaching and learning speaking skills in EFL classroom.

The researcher hopes that the result of this study will create better awareness about the practice of teaching and learning speaking skills in the classroom. The information you provide through this questionnaire will remain confidential throughout and will only be used for this research purposes. Therefore, please be honest and feel to free provide genuine information.

General Direction

- a. No need to write your name on the questionnaire
 - b. Give your answer by using tick mark (✓) in the boxes to choose one of suggested option.
 - c. For open-ended items write your answers on the space provided.
 - d. Please attempt all questions, don't leave the questions
- I. General information of the respondents
 1. Name of school: Debretsige Secondary school
 2. Grade 9
 - II. Questions focus on how teachers teach speaking

Instruction: The Following statements are about the role of English teachers on how to teach speaking skills. Read the statements carefully and relate them to your current English teacher use a tick mark (✓) to indicate the degree to which you agree to their role

implementation under the appropriate column. (5=Very high, 4= high, 3= average, 2=low, 1= Very low)

Table. 1. Students' responses on how teachers teach speaking in EFL classrooms

N_o	Items	5	4	3	2	1
2.1	My teacher arranges and organizes group discussion during speaking lesson.					
2.2	My teacher orders me to practice Speaking skills in meaningful ways					
2.3	My teacher gives me chances to participate in speaking activities.					
2.4	My teacher advises me to use strategies of learning speaking					
2.5	My teacher uses different kinds of games, discussions, dialogues, role play, oral telling, debate, interview and information gap activities					
2.6	My teacher guides and supervises me during group or pair work					
2.7	My teacher gives me appropriate amount of practices					

Table. 2. Students' responses if they engage in learning speaking lesson

Instruction: Read the following questions carefully and decide whether you see them.

(5= always 4 = usually, 3= sometimes, 2=rarely, 1=never)

N_o	Items	5	4	3	2	1
3	How often do I engage in speaking skills?					
3.1	I speak English outside class					
3.2	I ask my teacher for clarification and report back to the class.					

3.3	I listen to the discussion and report back to the class.					
3.4	I talk and share ideas about a topic during speaking lesson.					
3.5	I ask my teacher or classmates for correction of errors in my speaking					
3.6	I try to correct myself when I feel that I am not using the correct form while I am speaking					
3.7	I plan my way of developing speaking					
3.8	I participate in pair and group work.					
3.9	I give appropriate responses for group members.					
3.10	I have good relationship with my group members					
3.11	I evaluate my weakness and strength in speaking					
3.12	I speak English clearly and vividly.					

4. Does your teacher motivate you to practice speaking in the classroom?

Yes

☐

No

☐

If your answer for is “No” please list down challenges that hinder to practice in the classroom

Thank you in advance for your kind of cooperation!

Appendix B: Gaaffii Barattootaa (Afan Oromo Version)

Yuunivarsiitii Haramayaatti

Sagantaa Itti Gaafatamummaa Eebba Digiriin Boodaa

Muummee Afaan Ingiliffaa

Kabajamoo Barattoota,

Gaaffilee armaan gaditti dhiyaatan qo’annoo gaggeessuuf jecha ragaa quubsaa ta’e isin barattoota biraa argachuuf yommuu ta’u deeggarsa keessan kabajaan isin gaafadha.

Kaayyoon, qo’annichaa dandeettii Afaan Ingiliffaa dubbachuu daree keessatti barsiisuu fi barachuu shaakaluu irratti barattoota kutaa 9ffaa biratti rakkoo jiruu fi sababa isaa hubachuufi.

Ajaja waliigalaa

- Waraqaa kana irratti Maqaa ofii barreessuun hin barbaachisu.
- Filannoowwan keessan mallattoo “√” fayyadamuun yaada keessan nuuf kennaa
- Gaaffilee filannoo hin qabneef iddoo duwwaatti yaada keessan nuuf barreessaa
- Gaaffillee hunda dubbisuuf yaalaa.

Kutaa 1. Seen-duubee Gaafannoo Deebistootaa.

Maqaa Mana Baruumsaa: Dabra Tsigee Sad.2^{ffaa}

1. Kutaa: 9ffaa

Kutaa 2. Dandeettii dubbachuu afaan Ingiliffaa shaakaluuf gaaffilee haala itti barsiisaan barsiisu irratti xiyyeeffatan

Himoonni armaan gaditti isiniif kenname ga’ee Barsiisaa Afaan Ingiliffaa dandeettii dubbachuu Afaan Ingiliffaa guddisuuf irraa eegamuudha. Kanaaf himoota armaan gadii of eeggannoon dubbisuun barsiisaa afaan Ingiliffaa amma si barsiisaa jiru giddugalleessa godhachuun Mallattoo (√) kana fayyadamuun iddoo kenname keessatti (5=Baay’ee Olaanaa, 4=Olaanaa, 3=G/galeessa, 2=gadi aanaa, 1=baay’ee gadi aanaa) jechuun guuti.

Gabatee. 3. Gaaffilee akkaataa barsiisaan dandeettii dubbachuu afaan inglizii itti barsiisu ibsu

La kk	Akaakuu gaaffilee	5	4	3	2	1
2.1	Barsiisaan koo Garee hundeessuu fi qindeessuun akkan waliin hojedhu na taasisa.					
2.2	Barsiisaan koo akka dandeettii dubbachuu keenya shaakalluuf barattoota hunda ni hirmaachisa.					
2.3	Barsiisaan koo akkan gochaawwan dubbii afaan Ingiliffaa keessatti hirmaadhuuf carraa naaf kenna.					
2.4	Barsiisaan koo Sirnoota dandeettii dubbachuu itti guddifadhu na barsiisa.					
2.5	Barsiisaan koo taphoota adda addaa, marii, haftee dubbii bakka duwwaatti guutuu, diraamaa, walaloowwan fi gochaalee biroo fayyadamuun na barsiisa.					
2.6	Barsiisaan koo yommuu gareen yookin lamaan hojjedhu na hordofuun na qajeelcha.					
2.7	Dandeettii dubbachuu akkan horadhuuf shaakala gahaa ta'e naaf kenna.					
2.8	Yaada koo bilisaan akkan ibsadhuuf gocha gahaa ta'e naaf kenna.					

Kutaa 3. Gochaalee dandeettii dubbachuu barattootaa irratti xiyyeeffatan.

Himoonni armaan gadii maloota barattoonni dandeettii dubbachuu isaanii ittiin guddifachuu danda'aniidha. Kanaaf, himoota kana sirritti dubbiisuun Mallattoo ($\sqrt{}$) fayyadamuun (5=yeroo hunda, 4=yeroo muraasa, 3=darbeedarbee, 2=tasa, 1=gonkuma) keessaa tokko filachuun guuti.

Gabatee 4. Gochaalee dandeettii dubbachuu barattootaa irratti xiyyeeffatan

Lak	Akaakuu gaaffilee	5	4	3	2	1
3.1	Kutaan alatti afaan ingiliffaa nan dubbadha.					
3.2	Waan naaf hin galle barsiisaa gaafachuun daree keessatti nan					

	dhiyeessa.					
3.3	Marii garee irratti ergan mari'adheen booda daree keessatti nan dhiyeessa.					
3.4	Yommuu dandeettin dubbachuu barsiifamutti dubbachuun yaadota waa'ee mata-durichaa nan kenna.					
3.5	Dogoggora kiyya barsiisaa fi barattoota irraa nan fudha.					
3.6	Yommuun Shaakalu dogoggora kiyya yoon beeke battalumattin of sirreessa					
3.7	Karaan itti dandeettii dubbachuu kiyyaa guddifadhu nan karoorfadha.					
3.8	Marii lamee fi garee keessatti nan hirmaadha.					
3.9	Shaakala irratti deebii gahaa ta'e gareef nan kenna.					
3.10	Yomuun shaakalu waliigaltee garee waliin sirrittin qaba					
3.11	Dubbii keessatti hanqinaa fi cimina kiyya ofiin of nan madaala.					

4. Barsiisaan kee kutaa keessatti dubbii afaan ingiliffaa akka shaakaltuuf si jajjabeessaa?

Eeyyeni ☐ Lakkii ☐

Deebiin kee yoo Lakkii ta'e, rakkoon akka hin shaakalle si taasissee fi akkamittiin furamuu akka danda'u tarreessi?

Galatoomi!

Does teacher facilitate the communication process between all participants in the classroom?		X		X		x		x		x		x		x		x
--	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---

Table.4. Check list for identifying the engagements of the students in the class

Statements	Teacher 1						Teacher 2						Teacher 3					
	Day						Day						Day					
	1		2		3		1		2		3		1		2		3	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Do students participate in group or pair work?	X			X		X	X		x			X	x		x			X
Do students ask the teacher for clarification?		X		X	x			x		x		X	x			X		X
Do students listen to the discussion and report back to the class?		X		X		X	X		x		X			X		X		X
Do students talk and share ideas about a topic during speaking lesson?		X	X		x			x		x		X		X		X	X	
Do students have a good relationship with groups?	X		X		x			x		x		X		X	x			X
Do students give appropriate responses for group members?	X			X		X	X		x		X	X		X		X		x
Do students interested to learn speaking?		X		X		X		x		x		X		X		X		x
Do students speak English clearly?		X		X		X		x			X			X		X		x

Table.5. Check list for identifying classroom Observation

Are the following sentences the major challenges that hinder the progress of teaching and learning speaking in the classroom?	Teacher 1						Teacher 2						Teacher 3					
	Day						Day						Day					
	1		2		3		1		2		3		1		2		3	
	Ye	No	Ye	No	Ye	No	Ye	No	yes	No	Ye	No	Ye	No	Ye	No	Ye	No
Does teacher allow sufficient time for learner to participate in speaking?		x		x		x		x		x		x		X		X		x
Does teacher have negative attitude towards teaching speaking activities?	X		X		x		x		X		x		x		x		x	
Does teacher motivate students during speaking lesson?		x		x		x		x		x		x		X		X		X
Does teacher give clear direction before they are starting to practice speaking skills?	X		X		x		x		X		x		x		x		x	
Does teacher get all students to participate in speaking?	X		X		x		x		X		x		x		x		x	
Do interest of students is a problem to learn speaking lesson?	X		X		x		x		X		x		x		x		x	
Do back ground knowledge of students is a problem?	X		X		x		x		X		x		x		x		x	

Appendix D: Teachers Interview

Haramaya University

Post Graduate Program Directorate

Collage of Social Sciences and Humanities

School of Foreign Language and Journalism

The purpose of this interview is to assess the practice and challenges of teaching and learning speaking skills of grade 9 in EFL classroom. Be sure that the information gathered will be used only for the research purpose. Hence you are kindly requested to provide the necessary information which is very helpful to the quality of the research as well as for the improvement of the practice of teaching and learning speaking skills. Be sure your responses will be kept secret.

Dear Teacher,

1. What types of activities do you use to teach speaking? Among them which do you use most of the time? Why?
2. What types of strategies you use when you are teaching speaking?
3. Are the students actively participating in practicing speaking skill? If your answer is no, what makes them not to participate?
4. From your experience, what major problems do you think that hinder the progress of teaching and learning speaking in EFL classroom?
5. Among the challenges that you know, which one do you think that hinder your progress of teaching and learning speaking in EFL classroom?
6. How do you think that you can over come the challenges?

Appendix E: Students' Interview

Haramaya University

Post Graduate Program Directorate

Collage of Social Sciences and Humanities

School of Foreign Language and Journalism

The purpose of this interview is to assess the practice and challenges of teaching and learning speaking skills of grade 9 in EFL classroom. Be sure that the information gathered will be used only for the research purpose. Hence you are kindly requested to provide the necessary information which is very helpful to the quality of the research as well as for the improvement of the practice of teaching and learning speaking skills. Be sure your responses will be kept secret.

Dear student,

1. Have you ever practiced speaking in the classroom with your friends whether the teacher is there or not? If no why?
2. Do you actively participate in learning speaking? If no why?
3. Can you list some challenges that hinder the progress of learning speaking in EFL classroom?
4. What types of solutions do you think that solve the problems?

Appendix - F. Af- gaaffii Barattootaa

Yuunivarsiitii Haramayaatti

Sagantaa Itti Gaafatamummaa Eebba Digiriin Boodaa

Muummee Afaan Ingliffaa

Kabajamaa/tuu barataa/ttuu,

Kaayyoon gaafannoo afaanii kanaa rakkoolee shaakala dubbii afaan ingilizii barsiisuu fi barachuu daree keessaa kutaa 9ffaa irratti qabuu adda baasuudha.yaadotni walitti qabaman faayidaa qorannoo kanaaf qofa kan oolu ta'uu mirkaneeffadhu. Kanaaf yaada barbaachisoo ta'e kan qorannoo kanaaf oolu akkasumas rakkoolee dandeettii dubbachuu afaan ingilizii barsiisuu fi barachuu daree keessatti qabuu furuuf amanamummaan akka nuuf deebistan gaafatamtanii jirtu. Kanaaf deebii keessan akka nuuf laattan kabajaan isin gaafanna.

1. Barsiisaan kee jiraatus dhabamu kutaa keessatti shaakala dubbii afaan Ingilizii adeemsiftee beektaa? Yoo lakkii jette maaliif?
2. Dandeettii dubbachuu gaafa barattu hirmaannaa hoo'aa ni taasiftaa? Yoo lakkii jette maaliif?
3. Rakkoowwan dandeettin barachuu dubbii afaan Ingilizii yeroo kutaa keessatti barattu si qunnamutarreessuu ni dandeessaa?
4. Rakkoowwan kana furuuf furmaanni isaa maali jettee yaadda?