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Exploring the Perception and Practice of EFL Teachers on Teaching
Speaking Skill: Masho Secondary School in Focus

By

Teklay Berhane

Advisor: Mergiyaw (PhD)

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ABSTRACT

The main objective of the study was to investigate the practice and perception of EFL teachers on teaching speaking skills. The study was conducted at Masho Secondary School of Hawzen woreda in Eastern zone, Tigrai. To this end, a descriptive research design was employed to achieve the research objectives. Four EFL teachers and two hundred ten students were selected using comprehensive and simple random sampling techniques respectively. The data were collected through three instruments: semi structured interview, classroom observation and evaluation of the speaking tasks (document analysis). The data gathered through interview and document analysis were analyzed qualitatively and quantitatively and triangulated with the classroom observation data. The findings from the teachers' responses indicated that teachers have in general positive perception towards teaching speaking skills. The data obtained from the learners' classroom observation and the teachers' interview suggested that the learners and teacher practices are considered as key factors in improving the learners speaking skill. Besides, the study signifies that classroom EFL speaking practices and interaction plays an important role in developing the learners' speaking skill as it provides opportunities for learners to practice their speaking skill in the classroom. Furthermore, teachers need to be aware of the importance of classroom interaction as a strategy to improve the learners' speaking ability in order to be able to suggest some pedagogical implications for them. What is more, the findings of the research indicated that students enjoy learning - learner interaction and teacher – learner interaction since they consider the classroom as the only setting in which they can practice and improve their speaking proficiency. Based on the findings, it was recommended that EFL teachers should exert their maximum effort to put their beliefs of teaching speaking skills into practice by overcoming unfavorable conditions inside and outside the classroom.

LIST OF ABBREVIATIONS AND ACRONYMS

EFL: English as a Foreign Language.

ELT: English Language Teaching.

FL: Foreign Language.

L1: First Language.

L2: Second Language.

SLA: Second Language Acquisition.

TEFL: Teaching English as a Foreign Language.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

English has become an international language that people around the world are expected to learn. To develop proficiency, especially in countries where English is not the native language, learners must be given appropriate exposure and resources. In English as a Foreign Language (EFL) classrooms, the primary aim of teaching speaking should be to enhance students' ability to communicate effectively.

The researcher mainly interested to explore the learners speaking skill, perception and practice towards practicing EFL lessons in the class room in Masho compressive secondary school because there must be responsibly that should consider quality and effectiveness in speaking skill. Additionally, related study in the school is not available. The perception and practice of the teachers' towards speaking skill practices in EFL students inside the class room seems very essential. In addition, the developments of EFL teaching, the importance of understanding learners need the language knowledge in general and speaking skill in particular.

Theories of communicative language teaching and the whole aspects of language teaching experienced as a manner of emphasis shift from mere focus on linguistic theories into more functional and communicative aspects of communicative language skill. Richards (2000)

McDonough and Shaw (1993:151) suggest that 'the recent growth of English as international language of communication there is clearly needed for many learners to speak and interact in a multiplicity of situations'. Be it for foreign travel, business and other professional works.

On the other way, Hedge (2000: 124) the reasons why students, learn to speak English competently is a matter of interest. They may need this skill, for example to keep rapport in relationship, motivate people, and win or lose negotiations and many others.

Lawtie (2006:23) said that teaching speaking has motivational values. explaining this says many students equate being able to speak a language as knowing the language and therefore learners view learning the language as learning how to speak the language The fact that speaking is an act of objective oriented as can be seen from the discussion, classroom teaching and others. Speaking skill

focus primarily to identify those purposes and motives of learners to speak English both from immediate and future needs of speaking.

So that the classroom teaching is not only be natural and effective but also be practical advantageous for lifelong learning.

Richards and Rodgers (2001:251) the instructional methodology and materials produced for the purpose of teaching speaking skills are primarily on engaging all learners in the lesson and providing higher opportunities for students' participation using a maximum amount of student to-student discussions, and promoting cooperation among learners.

EFL learners should be encouraged to ask for information, seek clarification, express an opinion, agree or disagree with peers in order to initiate and participate in meaningful interactions. The major purpose of this study is, therefore, to investigate the practices and improvement of teaching speaking skills at Masho secondary school. Bygate 1987; Kumaravadivelu (1993).

1.2 Statement of the Problem

The researcher's particular interest with this regard is classroom practices of teaching speaking skill. The reason that the researcher paid a particular interest on teaching speaking skills and classroom teaching/learning practices was because of the actual speaking classroom observations that can found them less normal in a number of ways. Although it is believed that the best way students can learn to speak is when they involve in actual speaking themselves, Unlikely, the researcher frequently observe that students both in grade 9 up to 10 are not that much expected.

Based on the researchers' observations, the poor English-speaking ability among students is a genuine and noticeable issue in secondary schools across the Tigray region of Ethiopia. Therefore, exploring how teachers' perceptions of teaching speaking skills align with their real classroom practices in EFL settings is considered a valuable area of study.

What discouraged the researcher most at the time was even students whom identified as active participant during lessons on the other language skills particularly; grammar, writing, vocabulary etc, seem to share similar stands as the other students as long as to participate speaking practices. Being reluctant and passive in speaking activities that can affect the pedagogical outcomes

mismatched as well as teaching speaking skills and personality make difficult to carry out some responsibility To Students fully attend to the written exercise given in the forms of dialogues completion, arranging scrambled conversations and other tasks.

Seime K.(1996) *The Relation Between Uptake and Classroom Questioning* deals with identifying factors that enhance the quality and effectiveness of students participation and it came up with certain classroom factors that may account for the quality and effectiveness of students participation. However, the types of students' participation this study goes more of two and above group participation rather than limited to classroom questioning types of students' participation. Therefore the study is assumed to contribute valuable input for curriculum designers and material writers too. English teachers who might have encountered similar problems at the same grade level would learn from that.

1.3 Objectives of the Study

The major objective of this study is to investigate the perception and practices of teaching speaking skills at Masho secondary school. Hence, the study specifically aims to:

- ✓ to explore the actual classroom practices of EFL secondary school teachers to teach speaking skills.
- ✓ to assess EFL secondary school teachers' perception towards teaching speaking skills.
- ✓ to identify the relationship between EFL secondary school teachers' perception and their actual classroom practices in teaching speaking skills.
- ✓ to determine the conditions, which challenge students from practicing EFL speaking activities in the class room.

1.4 Research Questions

Based on the above research objectives, the current study is mainly intended to answer the following questions.

1. What are the actual classroom practices of EFL secondary school teachers when teaching speaking skills?
2. How do EFL secondary school teachers perceive the teaching of speaking skills?

3. What is the relationship between EFL secondary school teachers' perceptions and their actual classroom practices in teaching speaking skills?
4. What conditions hinder students from practicing EFL speaking activities in the classroom?

1.5 Significance of the Study

The Curriculum designers, textbook writers and other researchers of English language teachers in Masho secondary school in particular can provide gate way to the findings of the study. Further can assure benefit from the research. So that is possible to say the research findings will insight to Curriculum designers as well as material developers in their course of designing Syllabus and material developments. The most important aspects of the study are suggested to various directions for further research.

1.6 Scope of the Study

EFL speaking skills in Masho comprehensive secondary school resembles to teachers' and students practical and perception of speaking skill development. The methods used for EFL class as well as role of students appear to speaking activities is deeply concern of student's participation in the speaking classroom practices. In addition to that, speaking classrooms teaching/learning practices and the speaking tasks in student's Personality Factors were examined to see the attention and appropriateness given to the practices and of the speaking tasks for students' participation in pairs. The scope of this study is limited to the speaking attitude, perception and practices of grade 9-10 students of Masho comprehensive secondary school.

1.7 Limitation of the Study

This study could be more inclusive if gender differences, teachers based monitoring, linguistic approach of the students had been included. However, to include all these components would make the study unmanageable. The researcher so far has time and resource constraints. Furthermore, the researcher was less accessible to new arrived student text books, connections, favorable reference, and budget allocations.

1.8 Definition of Terms

Factor- mean to one of several things that causes or influence students' oral participation in the Speaking class.

Inhibit- is also to the act of prevention students experienced from making oral participation in speaking activities than before.

Participate- In this paper, participate and its derivative words are used. According to English Dictionary (page 1646), participate is defined as 'to part take, to impart share of or take part in something.' Participant is someone who takes part in an act of communication involving a foreign language (Hymes 1972 as cited in Munby 1978: 52). Participate and its derivatives in this paper seem to have general and include an act of learners' involvement in asking for information and clarification, expressing an opinion, agree and/or disagree with peers and teachers, negotiating, interpreting, interacting, exchanging ideas, sharing information etc. It also carries the meaning of being active.

Task - as used by Task-Based Language Teaching approach, a task is an activity or goal that is carried out using language ,such as finding a solution to a puzzle ,reading a map and giving directions ,making a telephone call, etc.(Richards and Rodgers 2001:224).Nunan (1989: 10) offers this definition: 'the communicative task [is] a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form (cited in *ibid*).

Condition - It is generally defined, according to Gall et al (1996), as an individual's viewpoint or condition towards a certain object (a person, a thing, an idea, etc). It is considered to have three components: namely an effective components (which refers to one's feelings about the attitude objective, 2) a cognitive component (which refers to the individual's belief or knowledge about the attitude object), and 3) a behavioral component (which is the individual's predisposition to act towards the attitude object in a particular way).

1.9 Conclusion

As much as possible, an attempt has made background information, statement of the problem, objectives of the study, significance, limitations and definition of terms.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

Students' participation in EFL speaking activities means that unlike what was traditionally practiced, students should not be passive receivers of knowledge, yet they ought to be active. Classroom communication should include the role students' play as active participants in the creation of knowledge (Johnson 1995: 6).

If EFL speaking class shows in different of negative reaction to participation, it can significantly inhibit the quality and effectiveness of students' participation significantly reducing the types of practice or perception of learning opportunities that become available in the class. Comment that the learners' ultimate objective is to take part in communication with others. Therefore, their classroom learning is more likely to be participatory and be sustained if they can see how their learning is related to the objective and help them how to learn EFL speaking. (Seime1996).

2.2 EFL Speaking Classroom Practices

Seime (1996) lists, students' proficiency in the EFL teaching, preferred the learning styles, personality traits, socio and cultural expectations, as well as, teachers' personality and rapport with students, teaching style, gender, teachers' and students' perceptions in teaching and learning, and the kinds of learning tasks used, as factors that may account for students' participation.

What Hymens referred as "Communicative competence" is the achieving of a pretend goal. So by Hymes "Communicative competence" identifies the basic components suggested linguistic competence, pragmatic competence, discourse competence, strategic competence and fluency. Because they are basic components of communicative knowledge of the language, so a learner proficiency in the language is also rely on the extent they acquire these competences in to it.

2.2.1 Components of EFL speaking Ability

I/ Linguistic competence

Brown (1987: 198). It includes form and meaning. EFL language user knows the rules governing to the native language and he or she can 'apply' them without paying attention to them. The native

speaker has an intuitive grasp of the linguistic, cognitive, affective, and socio-cultural meanings expressed by language forms

Bygate (1987: 5) it is impossible to conceive of person being communicatively competent without being linguistically competent. Linguistic competence includes knowledge of speaking, pronunciation, vocabulary, word formation, grammatical structure of sentence and linguistic semantics. To this end, oral expression involves the choice of words and inflections in the right order to convey the right meanings.

Additionally students' linguistic proficiency affects their participation for the more proficient that student is the greater his/her willingness to interact more or less. Hence the classroom interaction is less stressful during the EFL teaching and learning. Seime (1996)

II. Pragmatic Competence

Pragmatics is study the relation between language and its context of use

I/ illocutionary competence - means knowing how to use language in order to achieve certain communicative goals or intentions. It refers to the form in a context of use.

II/ Social linguistic competence - refers to knowing what is appropriate, what is incongruous, and what might cause offence. It also enable a speaker to be 'contextually appropriate or help speaker to know when to speak or when not, what to talk about with whom, when, where and in what manner so classroom activities requires competence in both the social and the interaction aspects of the language skills. (Hudson 2004: 312).

III. Strategic competence

Refers to how to cope in an authentic communicative situation and how to keep the communication channel open (Hedge 2000: 52).

Hedge also adds these strategies come into play when learners are unable to express what they want to say because they lack the resources to do so successfully (Ibid: 54). For instance, Bygate (1987: 43) identifies the following as parts of communicative strategies:

- Achievement strategies:

- guessing strategies
- paraphrasing strategies
- cooperative strategies
- Reduction strategies:
- avoidance strategies

Regarding the question of whether strategic competence can be trained or not, Hedge replies that certainly teachers can help students early in language program by teaching them (2000:53).

IV. Discourse competence Discourse competence refers to the ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of series of utterances Brown (1987: 199).

Hedge (2000: 175) argues that in order to become a truly effective oral communicator in another language (English), there are a number of prerequisites. They, further list, 'the ability to use discourse connectors (Such as: Well, I see; Okay;), the ability to use suitable opening and closing phrases (such as: excuse me or thank you for your help), knowing how to use the interlocutor's reactions and input, awareness of how to apply Grice's maxims in the new language, awareness of the various conversational rules that facilitate the flow of speaking.

V. Fluency - refers to responding coherently within the turns of conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all of these with undue hesitation. Hedge (2001: 261).

Bygate (1987) argues that, speaking is an active process and demands one to interact actively both on speaker and hearer. He identifies the two components of interactive skills, 'processing conditions' and 'reciprocity conditions'. Bygate further notes, speech or exchange takes place under the pressure of time. In the reciprocity exchange where both the speaker and hearer are allowed to speak, speaker will often have to adjust his/her vocabulary and manage to take that listener into account.

2.2.2 Factors Related to Students' Knowledge of Speaking Skills

I. Purpose- Richards and Rodgers (2001:208).Theory of language in Content-Based Instruction, Language is purposeful .The purpose may be academic, vocational, social, or For learners to receive maximum benefit they need to be in tune with its purposes Speaking is also purpose driven language

skill. We speak when we genuinely want to communicate something to achieve a particular matter. Brown suggests that techniques of teaching speaking should be intrinsically motivating. He also comments: Teachers should try to at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence, autonomy, and for being all that they would take place.

II. Characteristics of spoken language-Brown (1994:256) notes that bear in mind those characteristics of spoken language can make oral performance easy. Thus, it is useful for the teacher of speaking skills in the classroom to look at the characteristics of the spoken language in order to ascertain what native speakers actually do when they participate in oral interactions.

McDonough and Shaw (1993) and Brown (1994) have stated that native speakers use incomplete sentences, replacing and refining expressions, repetition, pauses and fillers etc in their speech and noted that those are the most frequently used characteristics of spoken language.

III. Components of oral communication-Murphy (1991:52) asserts that if learners have to participate in oral communication, they should be trained to manipulate each skill separately and integrated together with specific strategies.

Speaking skill = Bygate (1987: Little wood (1980) Bygate underlines that due to the fact that oral language (speaking) allows limited time for deciding what to say, how to say it, and checking that the speakers' main intentions are being realized, putting certain speaking strategies into operation would be important (1987: 14).

Brown (1994: 238-246) Thus, to learn to listen is also to learn to respond and to continue a chain of listening and responding and argue that teachers should encourage the development of listening strategies like; looking for key words, looking for nonverbal cues to meaning, predicting a speaker purpose by the context of the spoken discourse, associating information with one's cognitive structure (activating schemata), guessing at meanings, seeking classification and listening for the general gist and strategies, are useful techniques of developing learners' listening comprehension.

Pronunciation= Literatures often reveal that the importance of teaching pronunciation has been ignored for a long-time. However, there has been resurgence of interest in the teaching of pronunciation with foreign and second language learners Richards (2002).

The interest largely focuses on the need to pay due attention to pronunciation and most importantly, students must be provided with opportunities for increasing linguistic accuracy of their speech. Harmer noted to this reality that errors in pronunciation severely impair communication or even worse than the wrong use of other aspects can (2001).

2.2.3 Speaking Activities (Tasks)

The primary question we should ask is what kind of learning task does encourage students' participation in classroom for ELT? After emergence of Communicative Language Teaching, a number of researchers in foreign and second language teaching have proposed different kinds of views on communicative tasks. Methods and Approaches which are categorized under 'The Post-Methods era' suggest that 'a language learning task can be regarded as a springboard for learning work. In a broad sense, it is a structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication Richards and Rodgers (2001:233).

Communication tasks have been defined as tasks that involve the learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. Nunan (1989)

Ellis (1993: 204). So the major characteristic features of a communication tasks are:

There must be a communicative purpose.

There must be a focus on message rather than on the linguistic code.

There must be some kind gap identifying.

. There must be opportunity for negotiation when performing the task.

Littlewoods (1981: 17-18) summarizes some of the contribution that communicative activities can make to language learning the followings;

They provide 'whole-task' practice.

They improve motivation.

They allow natural learning.

They can create a context which supports learning communicative activity providing opportunities for positive personal relationships.

According to Little wood, the main purpose of functional communicative activities is that Learners should use the language they know in order to get meanings across as effective as possible. Here success is measured primarily according to whether they cope with the communicative demands of the immediate situation (1981:20).

He further notes learner have to overcome an information gap or solve problem, so that they are working towards a definite solution or decision. These tasks create a wider variety of social situations and relationships. Success is now measured not only in forms of the functional effectiveness of the language, but also in terms of the acceptability of the forms that are practiced.

Under these general frameworks, little wood states detail specification as follows on,

I. Functional communication activities

Sharing information with restricted cooperation

Sharing information with unrestricted cooperation

Sharing information with unrestricted cooperation

Sharing and processing information

II Social interaction activities

-The classroom as a social context

-Simulation and role playing

- Social interaction activities and so on. (1981: 22-67)

We can, outlines the types of speaking tasks as:

Information gap activities

Communication games

Simulations

Project-based activities and many other issues. (1987: 76-84).

2.2.4 Approaches and Methodologies Oral Communication Skills

Brumfit (1979) cited in Bygate (1987), there are two approaches to the teaching of oral communication. As the demonstration goes to the first approaches, it is considered normal to start by presenting language to the learners, and then after a period of drills and exercise, giving them some practice. However, Bygate comments on both as there are clear problems with either approach in the first case learners are not likely to practice normal conversation skills.

Bygate discussing the third approach that is suggested as it brings solutions to the previous two approaches by Wills (1985) says 'first the learners practice the new language, either in class or in groups part of this phase may consist of observing instances of the new piece of language in texts or in the context of taped conversation. Next, the learners proceed to work on a task in groups. During this stage, learners are rehearsing the language and learners presenting their results to the rest of the class.

Little wood (1981) also suggests a methodological framework for teaching oral communications skills in a classroom. The general framework looks as follows:

- Pre-communicative activities
- Structural activities
- Quasi-communicative activities
- Communicative activities
- Functional communication activities
- Social interaction activities

3/ Class room organization for teaching EFL speaking skills

As Girma (2003: 104), said 'There are three basic types of classroom organizations that are available for teachers in foreign language instructors. They are whole class, individual and group or pairs.

McDonough and Shaw (1993: 223), asking students to work in groups or pairs has come to be taken for granted as natural, integral part of language learning behavior and of communicative methodology. Groups type of organization to that of the teacher-fronted and individual types.

As the report given by Long and Porter (1985) shows 'small-group interaction allows more talk for each of the students and a greater variety of talk (Cited in Bygate 1987: 96). Research findings on group/pair work reveal that teaching students in groups has the following advantages:

The teacher has time to assess his/her lesson and students work on Language learning tasks.

The teacher can accommodate individual problems.

Some of the problems of students can be solved by other students in a group.

Group work increases language practice opportunities.

Group work improves not only the quality of student talk, but also the quality for the Following reasons:

Face to face communication in a small group is a natural setting for conversation. .

Students can engage in cohesive and coherent sequences of utterances, thereby Developing discourse competence, not other long sentences and grammars.

Students can be more autonomous and self-reliant; they can take on roles and adopt Positions, which are usually the teacher's preserve and can thus practice a range of language functions associated with those roles and positions

Students can develop social skills-also normally practiced only by the teacher such as changing topics, turn-taking, asking for clarification.

Given appropriate materials to work on and problems to solve, students can engage in genuine information exchange focusing on meaning and form. In all these ways students can develop at least some of the skills make up communicative competence in English.

Group work helps individualized instruction. Small groups of students can work on different sets of materials suited to their needs.

Group work promotes a positive affective climate. A small group of peers provides a relatively intimate setting and, usually a more supportive environment in which to tryout language skills and in which to cooperate.

Group work motivates learners. It allows for a greater quality and richer variety of language practice, practice that is better adopted to individual needs and conducted in a more positive affective climate. Students are individually involved in lessons more often and at a more personal level (Long and Porter 1985 cited in Atkins et al 1996: 208-209). Although using group work in speaking classes have these and others advantage over the others (individual and teacher-centered), it never escape from teachers' criticisms. According to Atkins et al (1996: 210), some teachers make the following criticisms of group work:

Group work creates undesirable noise

Group work leads to discipline

Students may perpetuate errors in their use of the language or be reluctant to participate for fear of learning errors from other students.

Willis (1996:56-57) one of the proponents of Task-Based Language Teaching recommends the following procedures for role -play task:

Pre-task- Introduction to topic and task and Teacher helps Ss to understand the theme and objectives of the task,

Task- A task is done by Students (in pair/group) and gives Students a chance to use whatever language they already have to express themselves and say whatever they want to say. This may be in respond to reading a text or hearing a recording.

Report- Rodgers (2001:239). So far we have discussed the type of method. tasks and procedures the literature recommend in teaching speaking in a classroom, yet scholars comment that one consistent problem is whether or not teachers involved in presenting materials created for a particular method are actually reflecting the underlying philosophies of these methods in their classroom practices. For this purpose we shall see it from teachers and their teaching points of view as follows.

3.2 Factors Related to Teachers and Teaching

I. Teachers' perception

A new perception of pedagogy, implying a different pattern of classroom activity, is an intruder into teacher's mental frames - an un setting one, because there is a conflict or mismatch between old and new perceptions (Prabchin 1987: 105 cited in Tudor 1996: 232).

Richards and Rodgers quoting Clark and Peterson (1986) note that the most resilient or "core" beliefs are formed on the basis of teachers' own schooling as young students while observing teachers who taught them. Subsequent teacher education appears not to disturb these early beliefs, not least, perhaps, because it rarely addresses them (2001:252).

However, in the process of realizing a new perception in language classroom, the theoretical beliefs or perception (new or old) those teachers have really matter. Johnson explaining this says teachers theoretical beliefs are thought to act as filters through which teachers make instructional judgments and decisions (1995: 33).

If we take a brief look at the different types of methods and approaches known so far in the history of language teaching, it is common to see teachers' roles are much specified in most of them. After the communicative approach came into view; the need to state the specific roles teachers play in methods is simply seem more considerable and important. For example, in some of the methods, which promote communicative approach, teachers are suggested to have the role of controller in eliciting words, assessor of accuracy as students try to pronounce the words, corrector of pronunciation, organizer in giving instructions for the pair work, initiating it, monitoring it, and organizing feedback, promoter while students are working together and resource if students need help with words and structures during the pair/group work (Harmer1991).

Tudor with relating to the implications of the major paradigm shifts (communicative approach, learner- center approach etc) have to that of teachers' roles and responsibility, further adds, 'studying a language is an interactive process between teachers and his/her students if a change takes place in the role of learners then a parallel change in the role of the teacher is virtually inevitable (1996: 230).

II/ learning points

The classroom interaction needs teacher's involvement to the extent that beyond providing and presenting new language: a good deal of time will be spent on managing learning: setting up

activities, organizing material resources, guiding students in group work, encouraging to contribute, monitoring activities and diagnosing the further needs of students (Hedge 2000: 63).

The need of managing classroom interaction from the nature of speaking activities, Hedge further notes that 'trying to produce language in front of other students can generate high levels of anxiety, students may feel that they are presenting themselves at a much lower level of cognitive ability that they really possess ... they may simply be shy personalities who do not speak very much in their first language. It is, therefore, a major responsibility for the teacher to create a reassuring classroom environment in which students are prepared to take risk and experience with the language (Ibid: 293).

III. Errors correction and feedback

Hedge (2000) notes that 'with a view of language learning as a creative process come the view that errors are an inevitable and good part of that process (2000: 15).

Research studies on errors correction and feedback propose the use of strategies for error correction. With regard to this,

Doff (1988) suggests the following to use as strategies for correcting spoken errors:

As far as possible, encourage the student, focusing on what they have got right, not on what They have got wrong

Praise students for correct answers, and even for partly correct answers; in this way, they will feel they are making progress. Humiliating students or making them feel that making a mistake is worse.

Correct errors quickly. If too much time is spent over correcting errors, it gives them too much important and holds up the lesson (1988: 190).

2.2.6 Bases Related to Learners and Learning

Richards and Rodgers (2001) quoting in Brown, the learner's role within EFL in the following forms are role of learners as negotiator-between the self the learning attention process and, the object of learning.

Most teachers admit that the success of any classroom event depends on how students perceive their roles and respond to them. Johnson (1995:40).

As Hedge (2003:34) mentioned earlier, by providing clear purpose and outcome of the activities, a teacher and learner can have shared understanding, which is important for effective classroom learning. Johnson (1995) in line this adds, students' perceptions generally are based on a combination of how they perceive and respond to what their teachers says and do, and their expectations about what is and is not appropriate communicative behavior in classrooms. From this we can understand that mismatch between teacher's expectations and learners' perceptions can be the cause of unintended behavior in a classroom (1995:39).

Seime (1996) suggests if teachers are an unaware of their effects on the behavior of the students, they may unlikely to interact with students in effective ways.

According to Johnson, success and motivation are closely linked to students' perceptions of themselves as well as what they believe is and is not possible in classrooms. She further discusses that. Students are highly sensitive to differential treatment of teachers. Students perceive teachers as having high expectations for high achieving students, granting them more. freedom of choice and greater opportunities, while having low expectations for low achieving students, to whom they give more direction, rules, work and negative feedback (1995:40).

4. Learning style in EFL class room teaching

Hedge (2000: 18), mentions that a global learner is believed to prefer learning through global exposure while an analytic learners likes to analyses elements in detail, she further attaches that this might influence the learner's response to methods of presenting language.

Tudor (1996: 99) to this suggests that 'the teacher should be flexible and responsive to learner's preferences'.

Affective Factors - Littlewoods (1981; 93) claims that if communicative ability develops by process internal to the learner, a crucial factor in helping or hindering them is the learner's psychological state. Thus literature has also given a wide range of cover and emphasis to the affective roles of attitudes, emotional responses etc, which lie under learners' psychological state to the language learning process.

According to Hedge, most discussions have limited to affective factors which are; personality characteristics, attitudes, and emotional responses to the language learning process (2000: 20).

A/ an individual Differences Learners differ in ways that need careful thought when making decisions about the types of activities and methodology of a number of individual differences which are likely to exert an influence or the way in which learners react to aspects of their learning speaking, and which can shape their preferences with respect to the nature and organization of speaking activities. These are: Self-Esteem Inhibition Risk-taking and Anxiety the others motivation testing of motivations.

B/ Attitudes - Brown (1987: 126). With regard to language learning and participation in classes learners possibly develop either positive or negative attitude of the target language or on specific language 'skills like speaking, on learning process.

Stephen Krashen (1985) explains 'a learner who has generally negative attitudes towards learning English will have a high affective filter. further adds, can be imagined as a sliding barrier which moves into place when a student, for example, tired, dispirited, tense, or angry, and which prevents the processing of input (cited in Hedge 2000:21)

Atkins and et al, summarize students' problems of participating in the activities which require cooperative learning as 'among the major problems many students face frustration, fear of ridicule from others and overall negative self-images. (1996:212)

Chapter Three: Research Design and Methodology

3.1 The Research Design

This research mainly focused on speaking the current practices of teaching speaking skills at Masho comprehensive secondary schools titled with the practice and perceptions of EFL teachers' on teaching speaking skill. Design of the research is qualitative which is more appropriate to assess the existing practices and found to achieve to the teaching EFL speaking practices, perceptions and attitudes in the mentioned school.

3.2 participants

Both grade nine and ten students as well as English language teachers in Masho secondary school were the respondents of this study. The school and the particular grade level were selected for the researcher in the mentioned school and the familiarity would help a lot in the process of the study. Examining these components (students and teachers) would contribute a lot for such study which aims at exploring upon the existing conditions.

3.2.1 Students

The total number of sections and students in grade 9& 10 are selected participants. From these, four sampled sections (1, 2, 3, 4 and 7) and all members (students) in each section are students. The researcher decided not to include more than those amount as it seems to be reasonably uncontrollable because of time and resource constraints.

3.2.2 Teachers

The total number English language teachers are sample size. All of them were taken as the subjects of the study.

3.3 Instruments

Classroom observation, semi-structured interviews and document analysis were used to collect the data. The semi structured interview was designed to find out what EFL teachers thought about teaching speaking skills.

3.3.1 Interview

A semi-structured interview was conducted because the primary goal of this study was to investigate instructors' ideas regarding teaching speaking skills and their actual classroom practices. The

interview involved a sample of 5 teachers. The researcher thought that involving more than these numbers of the sample would make difficult of both the process of interviewing and stage of transcribing them.

3.3.2 Classroom Observation

Before carrying out the observations, the researcher organized and prepare observation checklist by adopting the relevant study observation check lists from

The researcher believed to be more appropriate to elicit the intended information. The type of approach the observation followed was the structured type which is convenient for the purpose.

To this end, the researcher together with a co-observer made observations on selected lessons based on allocating equal time for each sample section. This means, each sampled section (section 1, 2, 3 4 and 7) was observed four times upon three various speaking lessons sessions.

3.4 Sample and Sampling Techniques

Sampling techniques were purposive, cluster, random sampling techniques. The selection of the school and grade level was purposive for they were more favorable for the researcher because they are both at working place as well as the grade level. The researcher expected to get greater cooperation from the respondents.

Of the total sections and all students found in grade 9 and 10 using sampling technique some sections were nominated. Then, all the respondents in each sampled section, the students were taken as subjects. Teachers are concerned, comprehensive sampling technique. The interview involved a sample of teachers who were selected by random sampling technique in such way that, having based on lists of names both arranged alphabetical and ordered.

3.5 Methods of Data Analysis

Data that were gathered through classroom observation and interviews were analyzed qualitatively in narrative and verbatim modality.

3.5.1 The Data Gathered through Interview

Interview was presented in illustration order to organize and facilitate the analysis of the data collected from the interviewee, the researcher own before describing and tabulating the responses

under each item using simple descriptive statistics such as frequency, session and percentage. The responses gathered through the teachers' interviews were described below.

3.5.2 The Data Gathered through Observation Checklist

Data was stated upon each observation sessions. The observation was seen separately as the speaking lesson was organized by both sessions of the class for each. Describing the events in the checklists accordingly was that as possible to use frequency and result values in the case of the sentence narrations as a time frequently.

Chapter four: Data analysis

4. Description of Teachers' Interview

Teachers were requested to give explanation or specifications. This interview was made with five teachers of oral expression in the department of English at Masho comprehensive secondary school. Interviewees were asked in the beginning about their currently held to see if the high attention were needed or just being good speaker are enough to teach the EFL lesson. Teachers were also asked about their teaching lesson in order to know about their experience in teaching the speaking skills and they were asked about whether they give opportunities to their learners to speak in the classroom, and if they provide their students with a comprehensible input or not. In addition, in this interview, the teachers were asked about the speaking activities that they rely on teaching speaking skill even the way they deal with the silent students in classroom. they were asked about their speaking perception in classroom and the main speaking difficulties that students may encounter in the oral expression courses. Moreover, the interviewees were asked whether they interact with students inside the classroom, and whether they know about the value of classroom interaction during EFL class. Thus, they were asked to specify some of its characteristics and whether they apply it in classroom or not. Furthermore, the interviewees were asked about the students feelings toward the learner-teacher interaction. as teachers, that asking students to interact in classroom will help them to develop their speaking proficiency. Also this interview has dealt with the teacher-learner interaction as a way to reduce the students' mistakes and the possibility to make all the learners participate in the classroom during the oral expression sessions.

4.1 General Observation of the Learners' Interaction in EFL Speaking skill

The current section aims at getting more information concerning the learners' classroom interaction.

1. Learners give opinions, provide suggestions and share ideas in the classroom either with the teacher or with one another.

Rating scales	Always	Sometimes	Rarely	Never
Group	0	0	5	0

Observation result	0	0	100	0
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Table 1: The students' way of giving opinions in EFL speaking

The students in all sessions, that have attended (session one and session two), gave rarely opinions, provided suggestions and also shared ideas either with their teacher or among each other, especially when the teacher asked them questions about their points of view concerning such topics. The teacher also asked students rarely to suggest some topics which they want to discuss in the EFL speaking class lessons.

2. Students speaking ability is developed through classroom interaction progress.

Rating scales	Always	Sometimes	Rarely	Never
Group	0	5	0	0
Observation Result	0	100	0	0

Table 2: The students' development of their speaking ability

In the two sessions that have attended with this group, have observed that the students who were always interacting in classroom either with peers or with the teacher, have not reduced their speaking problems and anxiety.

3. Learners show readiness and motivation to work with peers and feel comfortable within the groups.

Rating scales	Always	Sometimes	Rarely	Never
Group	0	5	0	0
Observation Result	0	100	0	0

Table 3: The students' attitudes toward working with peers and groups

In the sessions, the researcher noticed that learners were not always relaxed and motivated to work with each other in order to achieve their common goal; thus, in a group work the researcher found

that the majority of students have not regularly participated in classroom since the group leader has not assigned roles for each member in the group.

4. Learners hesitate to express themselves in a difficult way in the classroom.

Rating scales	Always	Sometimes	Rarely	Never
Group	0	2	2	0
Observation Result	0	50	50	0

Table 4: Learners feelings towards expressing themselves in classroom

During the first session researcher has attended with students in classroom and noticed that learners were not expressing themselves in an easy way and they did not felt more comfortable because the teacher was laughing with them and he was giving them time to prepare themselves before talking in classroom, or before interacting with him as when the students were providing their teacher with some answers. In the other sessions however, there were some students who have always shown some hesitation,

Especially when expressing themselves in classroom since they did not have enough ideas to express in classroom and also they felt shy to express themselves in front of the whole classroom.

5: Learners participation in the classroom

Rating scales	Always	Sometimes	Rarely	Never
Group	0	5	0	0
Observation Result	0	100	0	0

Table 5: The learners' participation in classroom

The learners participated in classroom either as their own choice; for example, when they were raising their hands and speak or give some answers to the teacher's questions or as the teacher's choice only some times. For instance, the teacher sometimes made his students participate in the classroom by pointing out to them or calling their names. This means that the teacher has made his

learners participate in the classroom either as the learner's choice or as an obligation from the teacher to make the students more active and interactive in the EFL speaking class.

Item six: The students correct each other's errors in the classroom.

Rating scales	Always	Sometimes	Rarely	Never
Group	0	0	5	0
Observation Result	0	0	100	0

Table 6: The students' correction of each other's errors

In the above table of EFL speaking lesson that the researcher spent observing the students of group of five and noticed that the students rarely corrected each other's' errors because each student was concentrated on their work, and also students did not concentrate on the others errors.

they were focusing on their turns in order to present their work; this did not mean that there was no students correction but the students were relied more on the teacher's correction, because the teacher was the one who often corrects her/his students mistakes in the classroom.

4.2 General observations of the classroom interactions among the EFL teacher and his learners

This section attempts to know more about what happens especially between the teacher and his learners in the classroom situation.

1. In EFL speaking class, the highest amount of talk is taken by the teacher.

Rating scales	Always	Sometimes	Rarely	Never
Session	4	1	0	0
Observation Result	90	10	0	0

Table 7: The teacher's amount of talk in classroom

Table seven (7) goes through which the researcher has attended with section one, that has observed the highest amount of talk was taken by the teacher since she/he was regarded as the provider of information to her/his students, asking them questions, corrected their errors, asked them about their

opinions and thoughts and so on. Moreover, inside the classroom the teacher gave sometimes students some pieces of advice concerning their learning process like how to avoid their speaking mistakes in the future in order to develop their speaking proficiency.

2. The teacher gives opportunities for the students to practice with her/him during the classroom speaking tasks.

Rating scales	Always	Sometimes	Rarely	Never
Session	0	2	2	1
Observation results	0	45	45	10

Table 8: The students' opportunities for practicing speaking in the classroom

During the observation of the students' interaction in the classroom either with their teacher or other classmates, researcher have noticed the teacher do not always gave opportunities to students in order to speak and interact inside the classroom. The teacher, with whom the researcher attended to sessions in an speaking lesson course were not provided students with opportunities to speak and participate during the classroom interaction, and sometimes obliged students to practice.

If the speaking time is through threatening it is to minimize their ability rather than helping them benefit from the classroom interactions.

3. The teacher uses some speaking activities as current issue, games, information gap activities and discussion task during classroom interaction.

Rating scales	Always	Sometimes	Rarely	Never
Session	0	5	0	0
Observation result	0	100	0	0

Table 9: The speaking activities used by the teacher inside the classroom

In the speaking sessions that attended with the students inside the classroom observed the teacher sometimes relied on role-plays, presentation debating and doing group works., the activity that he has observed more often was discussion because the teacher started always his session with a topic

discussion and after finishing discussing such topic, the teacher asked his students to prepare some activities outside the classroom in order to present it as an oral presentation in the next lesson. this mean doesn't strengthen learner speaking ability at all.

4: The teacher uses some speaking tests as a means to assess the speaking skill in the classroom.

Rating scales	Always	Sometimes	Rarely	Never
Session	0	0	5	0
Observation result.	0	0	100	0

Table 10: The teacher's assessment of students speaking skill

In the first session, the researcher observed that the teacher has sometimes used some speaking tests as interviews for example to assess the students speaking skill, but in the second session, the researcher noticed that the teacher almost did not use any type of spoken tests perhaps it is because of the teacher's objective to make all the students participate as a whole class. any ways this method was not achievable.

5. The teacher provides his students with a comprehensible input that is suitable to their level.

Rating scales	Always	Sometimes	Rarely	Never
Session	0	2	2	0
Observation result.	0	50	50	0

Table 11: The teacher's comprehensible input

When the researcher was observing the students, it is noticed that the teacher did not provide her/his students all the time with a comprehensible input. Because the first session was taken by the teacher, the teacher was obliged to provide her/his students with some comprehensible topics to discuss in classroom. Whereas in the next session,

The teacher rarely provided her/his learners with a comprehensible input because she/he relied more on the students' output when presenting their work. Also, the teacher, in this session, concentrated

only on the students' speaking skills in order to evaluate their speaking skills at the end of each group work.

4.3 Analysis of Teachers' Interview

Question one: What look like the EFL class you currently performing during speaking skill lesson?

The majority the interviewees (three teachers) are not highly experienced since they do not get the second degree. This let us to consider their answers and suggestions as it is not very interested to the answer. However, the rest of teachers (two) are less with teaching experience. But through those teachers' responses, this short experience may not help a lot in the EFL teaching for speaking practice.

Question two: How can you improve your EFL speaking, attitude, practice and perception in masho comprehensive secondary school for speaking? Most of the teachers respond that they have a long teaching experience in the oral expression course because they have spent a long period in teaching the speaking skill and oral expression not less than seven years.

This indicates that they are experienced teachers, so they know how to deal with the students' classroom interaction. However, the teaching method has no improvement since it does not approach to current teaching styles English lesson.

Question three: Do you give opportunities to your students to speak in classroom?

Teacher one: "yes"

Teacher two: "of course"

Teacher three: "yes, I do"

Teacher four: "yes"

Teacher four: "of course" From the teachers' responses,

We can deduce that all the teachers give opportunities to their students to speak in classroom in order to make them more interactive in the classroom but the learners are considered as the central part in the learning process. This also indicates that the teachers do not really want their students to

be involved with them in the classroom interaction since it consumes much more time at a time of speaking lesson.

Question four: In the oral expression course, do you provide your students with comprehensible input?

Teacher one: “yes”

Teacher two: “yes, according to the subject”

Teacher three: “yes of course”

Teacher four: “yes”

Teacher five: “not always, they prepare by themselves and perform in their session”

Almost all the teachers agreed that they provide their students with a comprehensible input that is suitable to students’ level. This comprehensible input is considered as a core of any successful interactive task which the learners need in order to interact with their teacher, because this comprehensible input is the only source through which learners can benefit from. However, one of the teachers with whom we have attended some oral expression sessions, has declared that he/she did not always provide his/her students with a comprehensible input since he/she always give the second session of oral expression to the students to present their work so that, the teacher did not give much input during the students’ session.

Question six: In the oral expression session, what are the speaking activities you rely on? Why?

Teacher one: ‘Role play and Reading comprehension’

Teacher two: “Discussions, role play, class task. To improve their speaking skill”

Teacher three: “Role plays, discussions, and storytelling”

Teacher four: “Role plays, telling stories, songs, and describing pictures”

Teacher five: “Reading novels, short stories. To read and narrate to their classmates” Two of interviewees respond that the most speaking activities they rely on are: discussion, role plays, class task, reading novels and short stories; they justify their answers under the development of students speaking skill. This indicates that discussing such topics or narrating events to other classmates will improve the students speaking ability. However, the other teachers did not agree rather they rely on

role plays, discussion and storytelling without providing justifications. This indicates that those teachers rely on these types of speaking activities may be because they have noticed that giving students such interactive activity will lead them to interact and practice the speaking skill inside the classroom since the learners do not interact in English outside the classroom. These appeal to that the best context for communication is the classroom.

Question seven: In the classroom situation, how do you make the silent students speak and express their thoughts in classroom?

Teacher one: “I try to ask them about their interests so to be taken into account and give them the opportunity to practice the language.”

Teacher two: “I simply ask them to stand on the stage and driving them to speak.”

Teacher three: “Through grouping them with other students who often speak, I also encourage them and help them to be involved in classroom activities.”

Teacher four: “Tasks, choice of topics, questioning them directly.”

Teacher five: “They have to work for the marks, obligate them to present something every week for mark. As it is shown in the answers of question six,

The interviewees have different strategies to follow in order to make the silent students speak and interact in classroom either by asking them or grouping them with other students who often speak, or by obliging them to speak in order to get marks. These ways or strategies that are used by the teachers in classroom may be for the sake of making all the students involved in the classroom oral tasks, so each student have their own opportunity to give his/ her opinion and express their thoughts inside the classroom.

Question eight: How do you motivate your students to speak in classroom? Teacher one: “I try to ask them about their interests so to be taken into account.” Teacher two: “no answer.” Teacher three: “I vary the tasks.” Teacher four: “choice of topics.” Teacher five: “make jokes, talk about movies so they watch them, playing funny games and group work.” The majority of our interviewees confirmed that motivating students to speak in classroom is either by asking them, varying the speaking tasks, giving the students chance to choose the topics that they think are interesting since the choice of the topic discussion is important for the successful interaction, or by creating a good

atmosphere in the classroom through making jokes, playing funny games and so on. The teachers' motivation is needed always by the students to perform well in the classroom as a result; the students will improve their speaking skill.

Question nine: Do you often apply classroom interaction in teaching the oral skills? Justify your answer?

Teacher one: "of course, because it is quite essential to know about and assess the students „oral proficiency level."

Teacher two: "of course, to improve their communication skills, learn from each other, monitor each other information."

Teacher three: "yes, I often do, I try to speak with all students in class and give everyone a chance to express himself and then, I provide them with appropriate feedback."

Teacher four: "yes, sure. It is the only way to learn a language according to many theories."

Teacher five: "yes, I let them interact with their classmates to learn how to work with partners." All the interviewees agreed that they apply classroom interaction when they teach the oral skills. The teachers have justified their answers according to the way they applied classroom interaction, for example, some teachers said that classroom interaction is important for the students to improve their communication skills, whereas the other teachers agreed that classroom interaction, that occurs not only between the teacher and the students as when providing feedback for the learners, but also between the students themselves, is the only way for the students to learn the second language. This indicates that all the teachers are aware about the necessity of classroom interaction for the students to develop their speaking proficiency.

Question ten: do students enjoy the learner and learning interaction? Please, explain.

Teacher one: "not all the time, because some of them do not welcome their peer's correction."

Teacher two: "of course, because everyone needs to boast about what he/she"

Teacher three: "yes, because they feel more comfortable when sharing with peers (no teacher control)."

Teacher four: “no”

Teacher five: “no, they do not. They try to strength their relations and be more social.” Most of the teachers have been interviewed agreed that in classroom interaction, the students do not enjoy learner-learner interaction since they feel shame and discomfort while interacting with each other, sharing ideas, giving their opinions to each other and so on, even though there are some students who do appreciate peer’s correction of their mistakes. the majority of learners do not enjoy learner-learner interaction, so the type of interaction finds difficult as to the best and the most successful to speak freely in classroom because the vocabulary and grammar mistakes happening.

Question ten: do your regular interactions with your learners in classroom help them to reduce their speaking mistakes? if yes, how often?

Teacher one: “somehow.”

Teacher two: “yes, correcting each other, self-correction.”

Teacher three: “not all of them. Those who try to make efforts to develop their language benefit from the interaction.”

Teacher four: “yes, because we provide feedback to learners.”

Teacher five: sometimes

The researcher try all the teachers’ responses that classroom interaction will help them to reduce the students’ mistakes since getting them involved in such speaking task. The teacher may lead them to enhance their speaking skill through the teacher’s correction of the students’ mistakes. When giving them feedback that they can benefit from. However, if the students want to be proficient speakers, they need to give much importance to the teacher-learner interaction inside the classroom.

The rest of the interviewees agree that not all the students can benefit from the teacher learner interaction but just the ones who want to improve their speaking level.

4.4 The Teachers’ Interview Results

The teachers’ interview address that the EFL lesson of speaking skill at Masho comprehensive secondary school consider EFL classroom teaching as an appropriate way for developing the

students' speaking skill perception and practice since it gives more attention to the student's practice of their speaking skill in the classroom. In case the teachers answer concerning the students' speaking practice inside the classroom in focus and Teachers application of classroom interaction, Teachers knowledge, and the value of classroom interaction along with the teacher-learner interaction in classroom performs. So the teachers' expression came across the importance of classroom EFL speaking practice as a pedagogical strategy to improve the students' speaking proficiency and means to enhance the students' EFL speaking skill level. Making all the students speak and practice in classroom is considered as the main objective to be good English speaking skill learner.

The result of teachers 'and learners' observation

The result has come to the point that classroom practice is an important strategy that the students should follow in order to improve their speaking skills over all. The analysis of all classroom observation assumed that classroom practice for learning has an important way for learners in order to improve their speaking skill, and the analysis of the teachers interview indicates that the teachers EFL learning speaking skill consider that classroom practice plays important role in making students more aware of improving their speaking abilities in classroom. These results also have shown that classroom interaction did not depend only on the students themselves, but also it depends on the teachers' use of some effective teaching performance which will make all the students participate as a way to enhance their speaking skill.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Students speak and interact in classroom regularly as an attempt to get rid of their shyness and hesitation. The learners need to be aware about the necessity of the speaking skill as an important factor in the second language learning process for EFL speaking skill.

The students suggestions consist of some implications which the researcher thinks and believes can provide help for EFL speaking students of English lesson to develop their speaking ability. However, the teachers' suggestions were including some pedagogical recommendations, which may contribute in helping speaking and experiences of EFL teachers to apply classroom practice as an important strategy in enhancing the students speaking skill.

This study try to investigating the EFL learners' practices and attitude in speaking skills as a pedagogical strategy to improve their speaking skill since the primary aim of learning any language is to use it proficiently in communication. The investigation was conducted in the Division of English at Masho comprehensive secondary school.

Thus, at confirming or the hypotheses that the development of the students speaking skill is affected not only by the students frequent interaction in classroom but also by the teachers raising of the students interaction in the classroom. The research goes to academic purpose using students' classroom observation and teachers' interview as data gathering tool.

The obtained data from the learners' classroom observation and the teachers' interview suggested that learner and teacher practices are considered as key factors in improving the learners speaking skill. The present study signifies that classroom EFL speaking practices and interaction plays an important role in developing the learners' speaking skill because it provides opportunities for learners to practice their speaking skill in the classroom even outside their class. Furthermore, teachers need to be aware of the importance of classroom interaction as a strategy to improve the learners' speaking ability in order to be able to suggest some pedagogical implications for them to reach good speaking level.

The current research asserts that students enjoy learning - learner interaction and teacher – learner interaction since they consider the classroom as the only setting in which they can practice and

improve their speaking proficiency. Therefore, as a research requirement, the researcher has suggested some implications which aim to show the great importance of classroom interaction in EFL speaking habit and to make EFL learners aware of its significance. The suggestions are designed for both respondents.

5.2. Recommendations

Based on the findings of the study, the following recommendations have been concluded.

- it is essential to address the growing needs of students to become proficient in EFL speaking lesson by giving due emphasis to what students require to practice activities of speaking skill often presented in group or pair modes of learning. In this respect, EFL learners, by virtue of status hold in their speaking class room, learners expected to include the following teaching learning process in order to enhance the quality and effectiveness of students' participation in EFL speaking lessons.
- Teachers are expected to help students aware of the necessary skills for successful group during speaking activities like pair discussion peer work to advance speaking skill starting from the words and sound utterance.
- Teachers should able to adopt the speaking tasks and activities so that they become well informed when ever any kind of supplementary tasks needed.
- The teacher should familiarize students with working and facing the class conditions at any time for the purpose of lesson out come.
- Students should be given specific and clear instructions in order to carry out the speaking task in groups.
- More over stake holders and managers of educational organizations have the due face the challenges of shame of speaking English in front of their parents or anywhere any time.

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APPENDEXES

OBSERVATION CHEECK LIST CRITERIAS

1: Learners give opinions, provide suggestions and share ideas in the classroom either with the teacher or with one another.

2: Students speaking ability is developed through classroom interaction progress.

3: Learners show readiness and motivation to work with peers and feel comfortable within the groups.

4: Learners hesitate to express themselves in a difficult way in the classroom.

5: Learners participate in the classroom actively

6: The students correct each other's errors in the classroom.

7: In EFL speaking class, the highest amount of talk is taken by the teacher.

8: The teacher gives opportunities for the students to practice with her/him during the classroom speaking tasks.

9: The teacher uses some speaking activities as current issue, games, information gap activities and discussion task during classroom interaction.

10: The teacher uses some speaking tests as a means to assess the speaking skill in the classroom.

APPENDIX TWO

Teachers' interview

Dear respondents, this interview aims at collecting information EFL speaking skill practices and perception in improving the learners speaking skill. It would be grateful if you could answer these questions and provide me with the best insights concerning what I'm asking you in order to help in the research for the post graduate in TEFL. Thank you in advance for your collaboration.

1: What look like the EFL class you currently performing during speaking skill lesson?

2: How can you improve your EFL speaking, attitude, practice and perception in masho comprehensive secondary school?

3. Do you give opportunities to your students to speak in the classroom?

4. Do you provide your students with the necessary objectives?

5. In the EFL speaking practice, what are the speaking activities you relay on? Say why

6. In the classroom situation, how do you make the silent students speak and express their thoughts in classroom?

7. How do you motivate your students to speak in classroom?

8. When doing classroom speaking do students enjoy the learner-learner interaction? Please, explain.

9. As an Oral Expression teacher, do you think that asking students to interact in the classroom will help them to develop their speaking proficiency? Please, explain.

10. Does your regular interaction with your learners in classroom help them to reduce their speaking mistakes? If yes how?
