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# An Investigation Of Efl Student Perception And Teachers Pra Ofclassroom Interaction Activities In Speaking Classes: The Case Of Diaspora School 9th Grade Students At Bahir Dar City Administration

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**BAHIR DAR UNIVERSITY FACULTY OF  
HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**POST GRADUATE PROGRAM**

**EFL STUDENTS' PERCEPTION AND TEACHERS' PRACTICES OF  
CLASSROOM INTERACTION ACTIVITIES IN SPEAKING CLASSES: THE  
CASE OF DIASPORA SCHOOL 9<sup>TH</sup> GRADE STUDENTS AT BAHIR DAR  
CITY ADMINISTRATION**

**A THESIS PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF EDUCATION IN TEFL**

**Prepared by: Wotetnesh Nigatu**

**Advisor: Haile Shibabaw (PhD in TEFL)**

**Bahir Dar, Ethiopia**

**June, 2024**



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BAHIR DAR CITY ADMINISTRATION**

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

Prepared by: Wotetnesh Nigatu

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Bahir Dar, Ethiopia.

June, 2024

## **DECLARATION**

I, the undersigned, declare that this thesis is my original work and has not been declared for the degree in other universities.

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## **Bahir Dar University Faculty of Humanities**

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The thesis entitled “An Investigation of EFL Students’ Perception and Teachers’ Practices of Classroom Interaction Activities in Speaking Classes”: The Case of 9<sup>th</sup> Grade Students at Diaspora Secondary School in Bahir Dar City Administration by Wotetnesh Nigatu is approved for the Degree of Master of Education in TEFL

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## **Abbreviations Used**

|      |  |
|------|--|
| EFL  | English as a foreign Language          |
| L2   | Second Language                        |
| MA   | Master of Arts                         |
| TEFL | Teaching English as a Foreign Language |
| ELT  | English language teaching              |
| CLT  | Communicative language teaching        |

## ABSTRACT

*The purpose of this study was to investigate EFL students' perceptions and EFL teachers' practices regarding classroom interaction activities in speaking classes at Diaspora Secondary School for grade 9 students, located in Bahir Dar City Administrative. To this end, the study employed a descriptive method with a mixed approach. The study aimed to assess the extent of perceptions and practices related to classroom interaction activities in speaking classes. For this purpose, 112 students and 3 EFL teachers from Diaspora Secondary School were selected. The 112 students were randomly chosen for the questionnaire, and data were collected from the 3 purposefully selected EFL teachers through purposive sampling, which included 9 observations (3 sections for each EFL teacher). To gather the necessary data, both a questionnaire and observations were used. A five-point Likert Scale questionnaire collected quantitative data from the students, while observations provided qualitative data from both students and teachers. The quantitative data gathered through the questionnaire were analyzed descriptively using frequency and percentage, whereas the qualitative data from classroom observations were analyzed narratively to support the results from the students' questionnaire. The findings of the study revealed that students had negative perceptions of most classroom interaction activities in their speaking classes. Additionally, the study found that EFL teachers rarely conducted speaking skill activities, and when they did, they did not motivate students or provide feedback. The activities were limited to a few common ones, and teachers failed to use a variety of techniques for presenting speaking skill activities. Finally, recommendations were made based on the major findings to minimize encountered problems and enhance the implementation of classroom interaction activities in speaking class.*



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# **CHAPTER ONE**

## **1. INTRODUCTION**

### **1.1 Background of the study**

The mastery of speaking skill in English is necessary for many second language and foreign language students (Richard, 2008). Therefore, learners often appraise their language learning based on how much they think they have developed their skill in spoken language. Besides, proficiency in speaking becomes one of the four skills that should be acquired by every child in this 21st-century era, known as a communication skill (Seamolec online course 2, 2006). Further, communicating and collaborating across language boundaries becomes a necessity in diverse and multinational communities. Mutually beneficial relationships are a central accomplishment in business (Partnership for 21st Century Skills, 2008).

In preparing every child to have good communication skills, teaching speaking is a primary requirement not only for adult learners but also for young learners. As stated by Slattery and Willis (2001), cited in Hakim (2011), English is being introduced in initial classrooms, such as Kindergarten and Elementary school, making it necessary for teachers to teach it to young learners. To enable children to speak English in communication, teachers need to guide the students in acquiring the necessary vocabulary and structures (Richard, 2008).

In line with Richard (2008), Harmer (2007a) proposes three major reasons for getting students to speak and acquire new vocabulary in the classroom:

- 1) Speaking activities provide rehearsal opportunities.
- 2) Speaking tasks in which students try to use any or all of the languages they know provide feedback for both teachers and students.
- 3) The more students have opportunities to activate the various language elements they have stored in their brains, the more automatic their use of these elements becomes.

Teaching speaking to young learners may present some difficulties for teachers since young learners consider speaking a significant challenge that requires them to speak and think simultaneously (Pinter, 2000). Besides, young learners are not necessarily competent communicators even in their mother tongue (Pinter, 2000).

In developing speaking skills, interaction has had a central role. As stated by Hanna (2017), interaction plays an important role in the language learning process in a classroom setting. Interaction, as part of students' collaboration, is an important aspect to be considered in the teaching and learning process (Lina, 2018). As a result, active interaction among students stimulates collaboration. In English language teaching (ELT), interaction plays a prominent role in language acquisition and the learning process (Ahmedov, 2019). Interaction occurs when students discuss, share their opinions, or talk to their classmates and teachers.

Classroom interaction is crucial in the language teaching and learning process by giving learners opportunities to receive input provided by the teacher, learners, or material, which must be understood by the learners to involve them in the classroom task by providing output (Adaba HW, 2017).

Interaction in the English classroom is at the heart of communication in an era of communicative language teaching. Baily (1991), as cited in Habtamu (2017), emphasizes that teachers need to be aware of how their classroom practices facilitate language learning. The communicative language teaching theory reveals that communication and interaction are the purposes of language teaching (Nuru M., 2000). National and international studies on communicative language teaching advocate the need for developing English language speaking skills.

Nunan (2003) stated that interaction facilitates the learning of language functions and target language forms. Crystal (2003) explained that the need for English-speaking mastery has increased due to the status of English as a global language, recognized in every country. English has become the language of communication, business, education, and opportunity. Mastering speaking English is essential for success in and out of school, as it is the working language in international organizations and companies. In countries where English is a foreign language, students need to practice English in language classrooms (Brown, 2007).

According to Crystal (2003), the teaching process's goal could not be achieved if the teacher of EFL ignores interaction, which plays significant roles in the language classroom. Interaction can increase students' language store, strengthen social relationships, develop communication skills, and build confidence. Adaba HW (2017) stated that the predominance of social constructivism and sociocultural approaches to language learning and teaching has placed classroom interaction under a hot issue in classrooms where English is used as the medium of instruction in high schools.

As cited in Dereje et al. (2021), speaking is one of the productive skills because it involves language production and allows teachers and students to communicate orally in the classroom. It is argued that of all four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as "speakers" of that language, as if speaking included all other kinds of knowledge, and many, if not most, foreign language learners are primarily interested in learning to speak.

In my experience of teaching English to high school students, most of them struggle to speak English. This difficulty may result from students' perception of the value of classroom interaction activities for speaking skills. Regarding the value of classroom interaction speaking activities, different scholars explained that classroom interaction offers opportunities for students to improve their learning skills. Its main principle is to develop students' knowledge through communication, critical thinking, and problem-solving (Fadhila, 2018).

To raise student interaction and keep them involved in the subject matter, foreign language teachers have been advised to use various classroom interaction activities and teaching techniques as a pedagogical strategy. This approach may help students interact more in the classroom. Interaction in the language classroom has advantages for students' speaking performance. This study hopes to investigate students' perceptions and EFL teachers' practices of using appropriate classroom interaction activities for speaking skills. Classroom interaction activities play an important role in improving students' oral production, reducing difficulties, fostering knowledge, and offering opportunities for students to work in pairs, groups, or other ways to practice speaking skills.

## **1.2. Statement of the problem**

Although encouraging efforts have been made to make EFL teaching materials (textbooks) at different grade levels more communicative, EFL classrooms, including speaking skill classrooms, are still grammar-based, making classroom interactions using the target language difficult and impeding the improvement of our students' communication skills. As an EFL professional and experienced teacher, the researcher has learned that this problem becomes more serious at the high school level, which is assumed to be a crucial stage of education and a springboard for the communicative and linguistic competency of students. In this regard, Nunan (1999) stated that speaking classes require various facilities, such as appropriate materials, classroom activities, and suitable interaction with the target language. It is further argued that in speaking classrooms, learners should be given the maximum number of opportunities to practice the target language in meaningful contexts and situations. Therefore, the main task of an instructor is to assist the student in mastering the mechanical elements of language (pronunciation, grammar, and vocabulary), elements of language functions, and elements of sociocultural norms by providing authentic exercises that prepare them to interact in real communication.

Moreover, Hedge (2000) stated that in the practice of our English language teaching and learning, a lack of appropriate classroom interaction is common, though the learners' skills in using the language highly determine their academic success in school or after school. Despite the fact that teaching speaking remains challenging for many English teachers, students' perceptions and EFL teachers' classroom practices towards classroom interaction activities in speaking classes are key issues to bring about effective outcomes in EFL education. This idea aligns with the notion that the teaching and learning of speaking are vital parts of any language education classroom. Not only does the spoken language offer 'affordances' for learning as the main communicative medium of the classroom, but it is also an important component of syllabus content and learning outcomes (Anne, 2019).

Thus, teachers should use appropriate classroom interaction activities during speaking lessons to develop the students' English language skills in general and speaking skills in particular through classroom interaction. Teaching the target language involves different interaction types, such as the teacher speaking to an individual, members of a group, and the whole class; a student speaking to



the teacher, another student, group members, and the whole class. Concerning EFL teachers' vital role in providing appropriate speaking skill classroom interaction activities, Long (1976) commented that the teacher is responsible for providing opportunities for interaction in which learners control the topics and discourse.

As far as my knowledge is concerned, some local research has been carried out in relation to the present study by local researchers. For example, Dereje et al. (2021) conducted a study on the problems that exist in teaching English as a foreign language in applying the principles of CLT in the actual classroom situation in Ethiopia. The findings revealed that many teachers complain that Ethiopian students are incapable of communicating in English in EFL classes. EFL teachers rarely present speaking skill activities, and even when they do, they do not motivate students, do not provide clear instructions, and limit themselves to some common activities, failing to use a variety of techniques for presenting speaking skill activities.

Moreover, a study by Hanna (2017) investigated classroom interaction and several factors affecting it in foreign language classrooms at lower secondary schools based on teachers' perspectives. Hanna explained that classroom interaction is highly complex, yet it is central to the language teaching and learning process. Students acquire language through and in interaction with others, both teachers and students.

According to Habtamu (2017), to gain experience in English speaking, learners need to interact regularly with the teachers, themselves, and materials using the target language because interaction is the heart of communication. Unfortunately, interaction in the language classroom seems difficult for teachers, especially in the EFL (English as a Foreign Language) classroom.

In addition, Lakachew (2003) conducted a study on teachers' attitudes towards communicative language teaching. The results showed that problems related to the syllabus seem to be partially resolved, but other problems, especially the teachers' traditional teaching methods, continue to hinder the implementation of appropriate classroom interaction in Ethiopia. Negesse (2020) conducted a study on students' anxiety and shyness during speaking skill classroom activities, revealing that students have difficulties using the language and interacting productively in the classroom.

Based on the researcher's experience with the real situations in speaking classes at Ethiopian high schools and from the findings of the aforementioned local studies, the researcher learned that there is no relaxed environment for interacting in the target language. Therefore, EFL teachers' appropriate practices of speaking skill classroom interaction activities and positive perceptions of EFL students towards these activities are still in question. Improving students' perceptions and EFL teachers' appropriate implementation of classroom interaction activities is believed to increase student interaction in the classroom and enhance students' communication skills.

In addition to what the literature acknowledges about CLT as a current approach to teaching foreign languages, the CLT approach to teaching EFL in Ethiopia is in practice. However, many high school teachers often face problems in creating good classroom interaction in EFL speaking classes. EFL students lack the motivation to interact during classroom activities and sometimes do not have the chance to express their ideas. From the researcher's teaching experience and observation, most students at Diaspora Secondary School are not willing to interact with each other, and student interaction has been more limited to teacher talk in the classroom. These experiences motivated the present researcher to explore the idea that EFL students may have negative perceptions towards speaking skill classroom interaction activities, and there may be problems in EFL teachers' classroom practices towards these activities.

Thus, the present study was conducted to investigate 9<sup>th</sup> grade EFL students' perceptions and EFL teachers' practices towards speaking skill classroom interaction activities at Diaspora Secondary School. More specifically, the study aimed to examine students' perceptions towards types of speaking skill classroom interaction activities, how EFL teachers present classroom interaction activities in speaking classes, students' motivation towards different types of classroom interaction activities, and to what extent EFL teachers use a variety of classroom interaction activities in English as a foreign language speaking classrooms.

### **1.3. Objectives of the Study**

The present study was conducted to meet the following general and specific objectives.

#### **1.3.1. General Objective**

The general objective of the present study was to investigate grade 9 EFL students' perceptions and teachers' practices of classroom interaction activities in speaking classes.

#### **1.3.2. Specific Objectives**

The specific objectives of this study were:

1. To investigate the types of classroom interaction practices employed by EFL teachers to improve the speaking skills of EFL students.
2. To identify EFL students' perceptions of classroom interaction activities that help them improve their speaking skills.
3. To explore how speaking skill classroom interactions are presented by EFL teachers.

### **1.4. Research Questions**

The study was conducted to answer the following three basic research questions:

1. What are the speaking skill classroom interaction activities employed by EFL teachers?
2. What is the perception of students towards EFL teachers' implementation of classroom interaction activities in speaking classes?
3. How do EFL teachers employ speaking skill classroom interaction activities to improve students' speaking skills?

### **1.5. Significance of the Study**

The findings and recommendations of the present study aim to add knowledge in the areas of EFL students' perceptions and EFL teachers' practices of classroom interaction activities in developing EFL students' speaking skills. It may also be helpful for curriculum and syllabus designers as input to

address the practical challenges of implementing speaking skill classroom interaction activities from both the students' and teachers' perspectives. In addition, the present study could serve as a resource for other researchers and stakeholders interested in the problems of applying classroom interaction activities in English speaking skill classes.

### **1.6. Limitation of the Study**

This study was limited only on EFL students' perceptions and EFL teachers' classroom practices in the implementation of classroom interaction activities in speaking skill classes, may be considered a limitation. The researcher believes that there might be other issues to investigate, such as the impact of socio-cultural factors on student participation, the influence of teaching aids and technology on classroom interaction, and the role of school administration support in facilitating effective teaching practices. Additionally, the study did not consider the longitudinal effects of classroom interaction activities over a more extended period, which could provide a deeper understanding of their long-term impact on students' speaking skills. The researcher also acknowledges that a more comprehensive study involving a larger sample size and multiple schools could yield more generalized and robust findings.

### **1.7. The Scope of the Study**

The purpose of the study was delimited to investigating grade 9 EFL students' perceptions and teachers' practices of classroom interaction activities in speaking classes. The study was delimited in both the number of populations that would be involved and its area of investigation. The populations for the study were grade 9 students drawn from only Diaspora Secondary School, and the sample of the study was delimited to 112 participants. Despite the seriousness of the problem, the study was confined to grade 9 students and some English teachers due to time and financial constraints.

Additionally, the study focused on a specific educational level and geographic location, which might limit the generalizability of the findings to other contexts or educational levels. Moreover, the research did not include the perspectives of other stakeholders, such as parents or school administrators, whose views could provide a more holistic understanding of the issues. Finally, this research was delimited to a descriptive design and mixed approach, which means that the study simultaneously collected both quantitative and qualitative data. While this approach provides a comprehensive view of the phenomena under study, it might not capture the nuances that a purely qualitative or longitudinal study could offer.

## **CHAPTER TWO**

### **2.LITERATURE REVIEW**

This chapter reviews the literature related to the topic under study. It provides a theoretical background on the concept of speaking skills. Specifically, this chapter addresses points such as the importance of speaking, the role of the teacher in EFL speaking classrooms, the role of the student in learning speaking skills, classroom interaction, strategies promoting classroom interaction, types of classroom interaction, and techniques of teachers' questioning skills.

#### **2.1. What is Speaking Skill?**

Speaking, as Karen (1994) defines it, is an expressive language skill in which the speaker uses verbal symbols to communicate. When we speak, we are composing with language by constructing meaning. Speaking allows us to develop new thoughts as we create ideas. Spoken language production, or learning to speak in a foreign language, is often considered one of the most difficult aspects of language learning for teachers to help students with. The practical problems are obvious. In written production, each writer writes without disturbing the rest of the class at his own speed; whereas, in the production of speech, each speaker speaks, and in the meantime, this speaker requires to be listened to. Besides, when he/she speaks, he/she makes a noise which will disturb other students unless they are participating in the overall interaction with the actual speaker (Brown & Yule, 1989).

However, compared to the teaching of other skills, speaking is more demanding on the role of the teacher than the effort other skills require (Brown & Yule, 1989). In relation to this idea, Nunan (2003) said speaking is a very important part of second language learning because the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and later in life.

Beside the fact that speaking is a skill that deserves attention like other skills, both in first and second languages, learners often need to be able to speak with confidence and carry out many of their basic transactions. They may make or lose their friends because of lack of speaking skill. It is the medium par excellence of social solidarity, social ranking, professional advancement, and business. It is also a

medium through which much language is learned and which is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought (Bygate, 1987). Students learn to speak by speaking (Rivers, 1981). However, the teaching of oral language skills was traditionally considered the most difficult task because in the past, written language was given more attention than speaking. Speaking a language is different for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (Shumin, 1997). Whilst the speaking ability of students and making them use the speech patterns of the language they learn, and the activities they are supposed to undertake must be selected carefully. Moreover, students should be encouraged to go through intensive oral exercises that are basically designed for communication purposes. Such activities, according to Bygate (1987), give students both confidence and motivation for oral practice.

Like other skills, speaking has its own sub-skills (micro skills). According to Beare (1998), speaking has some micro-skills which are involved in speaking.

### **2.1.1. The Importance of Speaking Skill**

Language is a tool for communication. We communicate with others to express our ideas and to know others' ideas as well. Communication takes place where there is speech. Without speech, we cannot communicate with one another. The importance of speaking skill hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity that takes place within the confines of our community. We use language in a variety of situations. People at their workplaces, i.e., researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in order to communicate well with one another. Any gap in communication results in misunderstandings and problems.

On the other hand, for the smooth running of any system, the speakers of a language need to be especially and purposefully trained in the skill of speaking. In order to become a well-rounded communicator, one needs to be proficient in each of the four language skills: listening, speaking, reading, and writing. But the ability to speak skillfully provides the speaker with several distinct advantages. The capacity to express one's thoughts, opinions, and feelings in the form of words put together in a meaningful way provides the speaker with these advantages. The joy of sharing one's ideas with others is immense. An effective speaker can gain the attention of the audience and hold it

till the completion of his message. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can also enhance one's personal life.

The main reason for learning English is to be able to speak it, and that is because the world is becoming smaller nowadays. More and more people are using English as a common way to communicate with each other due to the development of technologies (the internet) and the global economy, which leads companies and large businesses to employ people who can speak more than their own native language. English is now officially considered an international language, with the primary benefits of learning it being resulting job opportunities, advanced education, and travel opportunities. Baker and Westrup (2003) stated that a student who can speak English well may have a greater chance for further education, finding employment, and gaining promotion. However, the main goal of teaching speaking in a language context is to enhance the learners' communicative skills or competencies efficiently by helping them to be fluent, accurate, and more communicatively competent.

### **2.1.2. Activities Used to Teach Speaking Skill**

Compared to the teaching of other skills, speaking is more demanding on the teaching activities of the teacher than the effort other skills need (Rivers, 1987; Brown & Yule, 1983; Jourdan, 1997). These researchers have pointed out that teaching speaking is a difficult task for the teacher to help his/her students.

To cope with this difficulty, English language teachers can use different activities to teach speaking from elementary to advanced levels. The speaking aspect of language teaching should emphasize interactive functions rather than focusing on grammar and vocabulary (Harmer, 2002). As to Harmer's view, the teaching of language forms must be appropriate and with a variety of contexts and with the purpose of facilitating speaking. In line with the above scholars, Bygate (1987) also added that various activities can help or interaction skills.

According to Klippel (1992), learning is more effective if the learners are actively involved in the process. The degree of learner activity depends, among other things, on the type of material they are working on. Frederike Klippel, in his book "Keep Talking" (1982), has listed and discussed briefly 123 activities which can be used to teach speaking. Among these, the most frequently used ones are presented and discussed as follows:

## **Discussion**

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussion, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel.”

Then each group works on their topic for a given time period and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision-making, and students learn how to express and justify themselves in polite ways while disagreeing with others. For efficient group discussions, it is always better not to form large groups because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

## **Role Play**

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984).

## **Simulations**

Simulations are very similar to role-plays but what makes simulations different than role-plays is that



they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing, and so on. Role-plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students because in role-play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

### **Information Gap**

In this activity, students are supposed to be working in pairs. One student will have the information that the other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

### **Brain storming**

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective, and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas, so students will be open to sharing new ideas.

### **Story telling**

Students can briefly summarize a tale or story they heard from somebody beforehand or they may create their own stories to tell their classmates. Storytelling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking abilities, but also get the attention of the class.

## **Interviews**

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them become socialized. After interviews, each student can present their study to the class. Moreover, students can interview each other and "introduce" their partners to the class.

## **Story Completion**

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions, and so on.

## **Reporting**

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

## **Playing Cards**

In this game, students should form groups of four. Each suit will represent a topic. For instance, diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and clubs represent best teachers. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

- If the topic "Diamonds: Earning Money" is selected, here are some possible questions:
  - Is money important in your life? Why?
  - What is the easiest way of earning money?

- What do you think about lottery?
- What would you do if you won a million dollars?

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

### **Picture Narrating**

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

### **Picture Describing**

Another way to make use of pictures in a speaking activity is to give students just one picture and have them describe what it is in the picture. For this activity, students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

### **Find the Difference**

For this activity, students can work in pairs and each couple is given two different pictures, for example, pictures of boys playing football and another of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

## **2.1.3. The Role of the Teacher in Teaching Speaking Skills**

The role of the teacher in the development of speaking skills is paramount. Teachers must create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task. Teachers should provide opportunities for students to interact by

using various techniques such as role-plays, interviews, and discussions.

Additionally, teachers should consider the following:

- Encouraging student participation and ensuring that all students have an equal chance to speak.
- Providing constructive feedback to help students improve their speaking skills.
- Designing activities that focus on both fluency and accuracy.
- Creating a supportive and motivating environment where students feel comfortable taking risks with their language use.
- Using technology and multimedia resources to enhance the learning experience.

#### **2.1.4. The Role of the Student in Learning Speaking Skills**

Students also play a crucial role in the development of their speaking skills. They must take responsibility for their learning by actively participating in classroom activities, practicing speaking outside of class, and seeking feedback from teachers and peers. Effective language learners are often those who are willing to take risks, make mistakes, and learn from them.

Students should:

- -Engage in conversations with native speakers or proficient language users whenever possible.
- Practice speaking regularly, both in and out of the classroom.
- Listen to and watch authentic language materials, such as movies, podcasts, and news broadcasts, to improve their listening and speaking skills.
- Reflect on their speaking experiences and set goals for improvement.
- Use language-learning apps and online resources to practice speaking and receive feedback.

### **2.1.5. Classroom Interaction**

Classroom interaction is essential for language development as it provides opportunities for students to practice speaking and listening in a supportive environment. It involves the exchange of ideas, thoughts, and feedback among students and between students and teachers. Effective classroom interaction promotes active learning, critical thinking, and the development of social and communication skills.

Classroom interaction can be promoted through various strategies, including:

- Group work and pair work activities that encourage collaboration and communication.
- Whole-class discussions that allow students to express their ideas and opinions.
- Interactive games and activities that make learning fun and engaging.
- Teacher-student interactions that provide opportunities for personalized feedback and support.

### **2.1.6. Strategies for Promoting Classroom Interaction**

To enhance classroom interaction, teachers can employ several strategies:

- Establishing clear communication norms and expectations for classroom behavior.
- Using open-ended questions that require students to think critically and express their ideas in detail.
- Incorporating a variety of interaction patterns, such as pair work, group work, and whole-class discussions.
- Providing opportunities for students to lead discussions and activities.
- Encouraging students to ask questions and engage in dialogue with their peers.

### **2.1.7. Types of Classroom Interaction**

There are several types of classroom interaction, each serving different purposes and contributing to language development in various ways. These include:

-Teacher-Student Interaction: This type involves direct communication between the teacher and individual students. It is essential for providing instruction, feedback, and support.

- Student-Student Interaction: This type involves communication between students, often in the form of group work or pair work. It promotes collaboration and peer learning.

-Whole-Class Interaction: This type involves communication between the teacher and the entire class. It is useful for discussions, presentations, and other activities that involve the entire group.

### **2.1.8. Techniques of Teachers' Questioning Skills**

Effective questioning is a key teaching skill that promotes classroom interaction and language development. Teachers should use a variety of questioning techniques to engage students, encourage critical thinking, and facilitate learning. Some effective questioning techniques include:

- Open-Ended Questions: These questions require more than a yes or no answer and encourage students to elaborate on their responses.
- Probing Questions: These questions prompt students to think more deeply and provide more detailed answers.
- Clarifying Questions: These questions help students clarify their thoughts and ideas.
- Reflective Questions: These questions encourage students to reflect on their learning and experiences.
- Socratic Questions: These questions challenge students to question their assumptions and think critically.

In conclusion, the development of speaking skills in an EFL context requires a combination of effective teaching strategies, active student participation, and a supportive classroom environment. By using a variety of activities and techniques, teachers can create opportunities for meaningful communication and help students become confident and proficient speakers of English.

## StudentsTalk

### Teacher talk

| Indirect influence  | Direct influence   |
|---|--|
| <ul style="list-style-type: none"> <li>➤ Deals with feelings: in a non-threatening way, accepting, discussing, refereing to, or communicating understanding of past, present, or future feelings of students.</li> <li>➤ Praises or encourages: praising, complimenting, telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming that their answers are correct.</li> <li>➤ Jokes: intentional joking, kidding, making puns, attempting to be humorous, provided the joking is not at anyone's expense (unintentional humor is not included in this category).</li> <li>➤ Uses ideas of students: clarifying, using, interpreting, or summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being students' contributions.</li> <li>➤ Repeats students' responses verbatim: repeating the exact words of students after they have spoken.participate.</li> <li>➤ Asks questions: asking questions to which the answer is anticipated (rhetorical questions are not included in this category).</li> </ul> | <ul style="list-style-type: none"> <li>➤ Gives information: giving information, facts, own opinion, or ideas; lecturing or asking rhetorical questions.</li> <li>➤ Corrects without rejection: telling students who have made a mistake the correct response without using words or intonations that communicate criticism.</li> <li>➤ Gives direction: giving directions, requests, or commands that the students are expected to follow; directing various drills; facilitating whole class and small group activity.</li> <li>➤ Criticizes student behavior: rejecting the behavior of the student; trying to change the non-acceptable behavior; communicating anger or displeasure.,</li> <li>➤ annoyance, dissatisfaction with what students are doing.</li> <li>➤ Telling the students his or her response is not corrector acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonations.</li> </ul> |

- ❖ Student response, specific: responding to the teacher within a specific or limited range of available or previously practiced answers. Includes activities like reading aloud, dictation, and drills.
- ❖ Student response, open-ended or student-initiated: responding to the teacher with students' own ideas, opinions, reactions, and feelings. Providing answers not from a set of previously practiced responses, but from a range of possible answers, requiring students to make a selection. Includes initiating participation.

- ❖ Silence: pauses in the interaction. Periods of quiet during which there is no verbal interaction.
- ❖ Silence (audio-visual): silence in the interaction during which a piece of audio-visual equipment, e.g., tape recorder, filmstrip projector, record player, etc., is being used to communicate.
- ❖ Confusion, work-oriented: more than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with the task at hand.
- ❖ Confusion, non-work-oriented: more than one person at a time talking, so the interaction cannot be recorded. Students out of order, not behaving as the teacher expects.

- ❖ Laughter: laughing and giggling by the class, individuals and/or the teacher.
- ❖ Use the native language: use of the native language by the teacher or the students.
- ❖ Nonverbal: gestures or facial expressions by the teacher or the student that communicate without the use of words. This category is always combined with one of the categories of the teacher or students behavior.



## **2.2. Interaction as a Center of Communication**

The central goal of foreign language learning, whether oral or written, is communication. Among learners, and between learner and teacher, there needs to be cooperation and interaction. In short, communication is derived from interaction since, in communication, there must be interaction between people who have something to share (Rivers, 1987).

At least five factors should be taken into account to make classroom interaction interactive (Gebhard, 1998):

1. Reduce the central position of the teacher.
2. Appreciate the uniqueness of individuals.
3. Provide chances for students to express themselves in meaningful ways.
4. Give opportunities for students to negotiate meaning with each other and the teacher.
5. Give students choices as to what they want to say, to whom they want to say it, and how they want to say it.

### **2.2.1. Strategies of Promoting Classroom Interaction**

Jia (2013) found that there are five strategies for promoting classroom interaction. They are as follows:

#### **A. Improving Questioning Strategies**

The attention of the teacher to the learners can activate teacher-learner interaction. The teacher should ask questions that can be answered by the learners and adapt these questions to the levels or abilities of the learners.

#### **B. Attending to Learners' Linguistic Level**

Activities should offer different language levels to different learners. The material used should reflect the unique needs of learners at their respective levels.

#### **C. Implementing Cooperative Learning**

Working cooperatively can help develop learners' social skills. Cooperative learning means that every member of the group is included, and differences among group members are resolved by the group.

#### **D. Building Positive Teacher-Learner Rapport**

Mutual respect between teacher and learners is an essential part of education. The dynamic qualities of classroom learning require responsibility from both the teacher and the learner.

#### E. Reducing Classroom Anxiety

The teacher helps learners boost their self-esteem and self-confidence, creating a comfortable and non-threatening environment.

## 2.2.2 Types of Classroom Interaction

### 2.2.2.1 Teacher-Learner Interaction

Teacher-learner interaction takes place in the classroom between the teacher and students. It can be teacher-student or teacher-students interaction. This form of interaction usually occurs when the teacher asks questions and one student answers. It also occurs when the teacher asks questions to small groups of students or the whole class, and they respond. This type of interaction is usually controlled by the teacher, who is the dominant figure in the classroom. The students' role is limited to providing answers and receiving commands.

In this case, the class teacher is the sender, and the students are the receivers. The primary function of this type of interaction is to practice language in a controlled pattern. In most cases, the teacher's role in this type of interaction pattern is transmitting knowledge to students, because most patterns are in the form of modeling and drilling (Dagarin, 2004). The teacher initiates and ends the interaction and chooses the topic. In this interaction type, teacher talk time is a high proportion of available class time and studies show that it may last for as much as 75% of the total class time.

Teacher-learner interaction usually follows the sequence of Initiation-Response-Feedback (IRF), where the teacher initiates the interaction by asking a question and then closes the exchange by giving direct feedback. The student's output is limited to the response in the second turn only. Although that turn may involve extended language use, depending on the teacher's question, it is still controlled and lacks the pattern of continuous conversation (Walsh, 2013). Here is an example of this structure in the classroom.

### 2.2.2.2 Learner-Learner Interaction

The second structure of interaction is learner-learner interaction. This structure can be learner-learner, learner-learners, or learners-learners. This type of interaction occurs among learners in various ways. Learner-learner interaction is called 'pair work' and the other two types of interaction are called 'group work'. Learners interact together, and the teacher's role is to monitor and guide students towards more organized progress in interaction.

Studies show that students interact more in all types of learner-learner interaction compared to teacher-

learner interaction. Furthermore, students use more language functions in pair and group work than in other forms of interaction (Long, Michael, Adams, McLean, & Castaños, 1976). This structure is student-centered because the teacher acts as a facilitator, giving students increased responsibility and leading them to become increasingly independent. Moreover, this structure encourages the development of a more social class atmosphere. This student-centered structure also allows students to feel more comfortable and increases their willingness to talk more with their peers. This structure increases students' talk time, and all members of the class add to the interaction according to the limits of their language proficiency (Harmer, 2017).

## **2.3 Techniques of Teachers' Questioning Skills**

One of the key components to creating effective teaching and learning processes is the method of questioning or questioning techniques used by teachers. Questioning by teachers in the teaching and learning process is one of the many interactions that occur in the classroom. Questioning techniques are tools for achieving goals and stimulating students' mental activity. Questioning techniques are important because they can stimulate learning, develop students' potential to think, drive to clear ideas, stir the imagination, and incentivize action. It is also one of the ways teachers help students develop their knowledge more effectively.

Teachers need to be aware that the quality of questions and the quality of questioning during teaching and learning sessions in the classroom are key elements in determining the effectiveness and quality of their teaching sessions. To help students stimulate a high level of thinking, teachers must play a key role in applying the right techniques and skills to question students. Teachers should be aware of any changes that occur in the classroom, and those changes should align with the objectives they want to achieve in the teaching and learning processes.

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

This study aimed to assess students' perceptions and teachers' practices regarding classroom interaction in EFL speaking classes. The main focus was to investigate how EFL students perceive and how EFL teachers practice classroom interaction activities that develop speaking skills, specifically for grade 9 students at Diaspora Secondary School in Bahir Dar City Administration. This chapter details the research design, approach, setting, population, sample size and sampling technique, data gathering instruments, reliability and validity, data collection procedures, methods of data analysis, and ethical considerations.

#### **3.1. Research Design**

In this study, descriptive research design was employed. According to Cresswell (2012) and Cohen *et al* (2007), a descriptive design is used to determine individual beliefs, opinions and attitudes about different issues. Thus, the researcher employed a descriptive research design to conduct the current research due to the fact that the study was intended to investigate EFL students' perceptions and EFL teachers' practices of classroom interaction activities in EFL speaking classes. Moreover, the researcher employed this descriptive design mainly suitable and relevant for the study which tried look into what actually happened in the classroom in the teaching learning process during speaking sessions and the roles of teachers and students during speaking skill classroom activities. Based on the idea that a descriptive research design gives a chance to describe a naturally occurring phenomena, the researcher did not want to employ any experimentation; whereas, the researcher tried to establish the existence of phenomena by explicitly describing them.

#### **3.2. Research Approach**

This study used a mixed-methods approach as its methodology. According to Creswell (2009), mixed techniques are required when a study problem cannot be fully understood using either the quantitative or qualitative approach alone and the strengths of both quantitative and qualitative research and data may do so. Concurrent mixed methods were specifically built for the research in order to address the basic questions put forth. Concurrent mixed methods, as defined by Creswell (2009), are those in which the researcher used quantitative data to produce a thorough study of the research problem. In this design, the researcher gather quantitative data and the data analyzed using frequency

and percentage in the analysis of the overall findings. The observation data collected using frequencies, were analyzed accordingly through narrating the descriptive data.

### **3.3. Research Setting**

This study was carried out in grade 9 students at Diaspora Secondary School which is found in Bahir Dar, Bahir Dar City Administrative in Atse Tewodros Sub City, kebele 01. The selection of the school was purposive. There are reasons why the researcher selected this school purposively as a research setting. First, despite more than 15 years teaching experience at high school, the researcher has been teaching English for two years in this school so that the researcher can assure the problem very closely and the problem happened seriously from here. The second reason, there is not a research conducted on the assessment of EFL students' perceptions and EFL teachers' practices of speaking skill classroom interaction activities at the selected school. In addition, the students at this school were homogeneous having nearly similar socio cultural and educational background within EFL education.

### **3.4. Population of the Study**

The target populations of the study were grade 9 EFL students and EFL teachers from Diaspora Secondary School. According to the information obtained from the director of the school in 2023. Student enrollment statistics, in grade 9 EFL at Diaspora Secondary School, there were 560 (male 320, female 240). There are 12 sections and the students are (47-50) in each class. In addition, the total numbers of EFL teachers who were teaching grade 9 students were 4 including the researcher (2 males and 2 females). However, 112 students and three EFL teachers (2 males and 1 female) except the researcher participated in the study.

The researcher chosen grade 9 students and EFL teachers depending on three reasons. The first reason is that the researcher observed that most of students are reluctant to participate in classroom interaction activities during speaking classes. Second, it was felt that grade 9 students are expected to play their own roles to improve their speaking skill through participating in varieties speaking skill classroom interaction activities. The third reason, there is not a research conducted on the assessment of EFL students' perceptions and EFL teachers' practices of speaking skill classroom interaction activities at the selected school.

### **3.5. Sample Size and Sampling Technique**

#### **3.5.1. Sample Size**

In order to answer the basic research questions, the researcher collected data from the selected samples. The total numbers of grade 9 students at Diaspora Secondary School were 560, and it was difficult to include all the population in the study as it was unmanageable. Thus, based on the purpose of the study and the nature of the population, the researcher was expected to take appropriate sample size from the total students in the school. In this regard, Cohen and Manion (1994) stated that the sample size is determined by the purpose of the study and the nature of the population. In addition, Dornyei (2007) suggests that most L2 research is unrealistic or simply not feasible to aim for perfect representative in the psychometric sense.

According to Singh (2006), descriptive research typically uses larger samples; it is sometimes suggested that one should select 10-20 percent of the accessible population for the sample. Consequently, the researcher took 20% of the students i.e. 112 (64 male and 48 female) students. In addition, 3 English language teachers were included through all the sections were expected to be covered by the 4 EFL teachers including the researcher. Therefore, the size of the sample population became 112 students and 3 EFL teachers.

For students' questionnaire, the researcher randomly selected about 9 sample respondents from each of the whole grade 9 students (12 sections) in a lottery method. Students were drawn based on their attendance, the researcher selected every 5<sup>th</sup> student on their attendance sheet. In addition, the researcher conducted classroom observations with both the EFL teachers and EFL students' in order to see the actual practice and roles of EFL teachers during speaking skill classroom interaction activities they employed and the roles of grade 9 during classroom interaction in their speaking classes.

#### **3.5.2. Sampling Technique**

In order to conduct the present study, the researcher used probability sampling and purposive sampling techniques. Among different types of probability sampling, the researcher used simple random sampling (lottery) method to select respondents for students' questionnaires from each section. It was because of the fact that using this type of sampling gives an equal chance to select the sample respondents from the entire population of 9<sup>th</sup> grade students at Diaspora Secondary School. As Kothary (1990) also stated, the simple random sampling gives

each element in the population an equal probability of getting in to the sample; all choices are independent of one another and also it gives each possible sample combination an equal probability of being chosen.

In addition, using the purposive sampling technique, the researcher conducted a total of 9 classroom observations in order to see the frequency of the types of classroom interaction activities employed by EFL teachers while they were teaching speaking skill and their roles during the classroom interaction activities. It is based the idea that a purposive sampling is important when a researcher decides to interview or observe all samples of the study (Catherine, 2002). Simultaneously, the researcher observed EFL students' roles on speaking skill classroom interaction activities when they were learning speaking skill. Each EFL teacher observed three times because the 3 sample EFL teachers' were expected to teach 9 classes (3 classes each). However, the researcher who was assigned to teach the remaining 3 classes did not observed to avoid bias in the study.

### **3.6. Instruments of Data Collection**

In order to assess the students' perceptions and EFL teachers' practices of classroom interaction in EFL speaking classes, two data gathering instruments were employed. These were questionnaire for grade 9 students and classroom observation so as to see the actual practices and the roles of EFL teachers towards speaking skill classroom interaction activities, and students' role during classroom interaction activities in speaking skills classes. The researcher believed that using these methods assumed to be enough to have a prominent role to collect important information for the study in a triangular way.

#### **3.6.1. Questionnaire**

Questionnaire with five point Likert scale were administered for randomly selected students of grade 9. According to Tavakoli (2006), questionnaire presents respondents with a series of questions or statements to which they are to react and also easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily processable.

A questionnaire which consists of closed ended item was designed and administered for the sample students. The questionnaires were designed on basic concepts of the types of classroom interaction activities that EFL teachers' employ when they teach speaking skill,

how EFL teachers implement speaking skill classroom interaction activities to their students, ways that EFL teachers present speaking activities for students in the classroom (methodology use), students' motivation towards the types of classroom interaction activities in speaking classes and perceptions of students' towards their psychological, instructional and linguistic difficulties when they try to participate in classroom interaction activities during speaking classes. The students' questionnaire was adapted from Dereje *et al* (2021). The researcher translated the questionnaire in to Amharic for making it easily understandable by the students.

The final draft of students' questionnaire consists of total of 49 close-ended items. This students' questionnaire has been divided into five parts. The first part contains students' perceptions of the types of classroom interaction activities that EFL teachers' employ when they teach speaking skill. It consists of one direction (direction I) which includes a total of 14 items were designed to identify students' perceptions of the types of classroom interaction activities that EFL teachers' employ when they teach speaking skill. In the second part of the students' questionnaire, they were asked to specify their perceptions towards methodology use about in what ways their EFL teachers present speaking activities for students in speaking classes including 5 items.

In the third part of the students' questionnaire, the researcher administered 8 items questionnaire in order to assess students' perceptions towards their psychological, instructional and linguistic difficulties when they try to participate in classroom interaction activities during speaking classes. The fourth part containing 14 items also intended to see students' perceptions about the types of speaking skills classroom interaction activities employed by their EFL teachers that motivate them to engage in during speaking classes. Finally, the researcher wanted to see students' perceptions on how their EFL teachers implement speaking skills classroom interaction activities to their students including 8 items.

In all part of the questionnaire, the respondents indicated their agreements or disagreements with the statements on five-point Likert scales ranging from 5 indicating "strongly agree", 4 indicating "agree", 3 indicating "undecided", 2 indicating "disagree" and 1 indicating "strongly disagree" for close-ended items.



### **3.6.2. Classroom Observation**

Classroom observation would serve as a useful tool for looking into the real situations in the classrooms to supplement the data obtained through questionnaire. In line with this, Yalew Endawek (2017) stated that observation is the most reliable method for gathering information related to the phenomena which is under study.

In addition, Kothari (2004) states that one of the advantages of observation is the information obtained under this method relates to what is currently happening; it is not complicated by either the past behavior or future intentions or attitudes as a result this gathering tool helped the researcher to observe and record what really was going on in EFL class during classroom interaction activities in the teaching and learning processes of speaking skill. It was applied to see EFL teachers' actual practices and their roles during speaking skills classroom interaction activities. In addition, classroom observation was employed hoping to see the types of roles EFL students would play during speaking skill classroom interactions activities when they learn speaking skill.

The researcher purposefully selected 9 sections for observation during speaking skill lesson in order to get adequate information. The researcher observed teachers' and students' at the same time because it was possible to see the actual classroom practices and roles of EFL teachers and the roles of EFL students during speaking activities.

For the purpose of the observation, checklist was developed. The researcher prepared three types of observational checklists: the first two parts were to see the frequencies of types of classroom interaction activities employed by EFL teachers when they were teaching speaking skill and the types of roles they played during speaking skill classroom interaction activities. These two parts of observation checklists for EFL teachers have 14 and 8 items respectively; whereas, 8 items were prepared for students. The classroom observation checklists for students were intended to see the roles of EFL students during speaking skill classroom interaction activities. A total of 30 observation items checklist were used to see the classroom activities (see Appendix-C).

Since the focus of the study was on students and in order to avoid the potential personal bias that might occur in the meaning to be given to what was being observed, the observations were carried out by the researcher into classes of grade 9 (sections A to I) students both morning and afternoon shifts in one week. The researcher saw how often EFL teachers employ different types of classroom interaction activities and how often they try to help their

students during speaking lessons. Each session was scheduled for 40 minutes. Therefore, the observation was conducted for 9 periods for 6 hours.

### **3.7. Validity and Reliability of Instruments**

Key indicators of the quality of measuring instruments are the validity and reliability of the measures. Before the actual data collection process, the questionnaire was developed primarily to meet the objectives of the study, and the items were adapted from Gudu (2015) and Abdisa (2011). The adapted questionnaire was given to two TEFL teachers at Gihon General Secondary School to evaluate the items critically in terms of content validity, face validity, clarity of the items and if they fit to measure the objectives of the study. According to Taherdoost (2016), validity explains how well the collected data covers the actual area of the study. In addition, the data gathering instruments were given to the main advisor of the study so as to get valuable comments and criticisms on the strengths and weakness of the items.

He suggested me on some comments. Based on those comments some modifications were made. For example, observation checklists were prepared for the types of classroom interaction practices that EFL teachers employ and unclear instructions were modified again. Then, the students' questionnaire was translated into Amharic language by the researcher since the questionnaire was thought to be difficult for the students to comprehend.

According to Yalew Endawek (2017), reliability estimates evaluate the stability of measures, internal consistency of measurement instruments and reliability of instrument scores. However, the researcher administered the questionnaire to the respondents' without any piloting hoping that the students are capable to understand the Amharic version of the questionnaire as the students are Amharic speakers.

### **3.8. Data Collection Procedure**

After the researcher selected a specific design for the study which was consistent with the objective of the research, the next step was to adapt questionnaires from Gudu (2015) and Abdisa (2011). Then the instruments were given to 2 reviewers who have MA in TEFL and experienced in the subject matter to check the validity of them.

In addition, the data gathering instruments were given to the main advisor of the study so as to get valuable comments and criticisms on the strengths and weakness of the items. He gave some comments about the instruments. Based on those comments some modifications were

made. Then, the students' questionnaire was translated into Amharic language by the researcher though it was not piloted.

Finally, the researcher made contact with the school teachers and students to adjust the data collection session. A short orientation about the purpose of the research and how questionnaires could be filled was given for sample students. Then, students sat in a separate room, the researcher distributed the questionnaire and read through the cover page of the questionnaire to the students and explained the objective of the study before they answered the questionnaire. The students completed the questionnaire in approximately 50 minutes. Similarly, the researcher collected quantitative data using frequency that obtained by data parallel to the quantitative data which was obtained through questionnaire.

### **3.9. Methods of Data Analysis**

As mentioned earlier in the data gathering instrument part, quantitative data were gathered in this study. Regarding this, Auerbach and Silverstein (2003) argued that quantitative and qualitative research is complementary, equally valid research strategies. However, the researcher gathered quantitative data using frequencies both for the questionnaires and classroom observation through narrative analysis of the observation data. To see the extent EFL learners' perceptions towards classroom interaction activities in speaking classes, and EFL teachers' practices of speaking skill classroom interaction activities, the data gathered through questionnaire, and classroom observation were analyzed using the following procedures.

The data obtained from both students questionnaires and classroom observations were analyzed using descriptive analysis methods. As stated in Loed (2017), descriptive analysis characterizes the phenomenon of the population under study answering questions about to what extent, what, how, where, and when. Although the researcher did not use any statistical package, the data obtained from the questionnaires of learners were first tallied, tabulated and registered.

Thus, the results of the study are reported using frequency, and percentages obtained from the numerical values assigned to the degree of agreement. In the next sections, the data gathered through each method are treated separately and interpretations are made with the intention to reach possible conclusions that can lead to workable recommendations. Furthermore, tables

were used for demonstrative results and provide a comparative analysis of students' perception and EFL teachers' practice gained in the study.

Moreover, the data gathered by the observation scheme were analyzed through describing and narrating using frequencies of teachers practices determining the amount of importance placed on each principle of the implementation of classroom interaction activities.

Similar to the analysis made for the questionnaire, the results obtained through classroom observation with the help of observation checklist (see Appendix-C). The observation data was analyzed based on the basis of frequencies. Besides, the responses were grouped and described narratively as supplementary evidence following the discussion of questionnaire data. Meanwhile, the percentage score of each item was computed.

The information obtained from classroom observation was analyzed quantitatively using frequency of responses, and the researcher tried to analyze using narrative way of description and then triangulated with the data collected through questionnaire.

### **3.10. Ethical Consideration**

Ethical issues are an important part of any research. According to Walliman (2011), since the participants of the research are human beings, it always raises ethical issues about how to treat them. He also identified two aspects of ethical issues in the research process. Such as, the individual values of the researcher relating to honesty, frankness and personal integrity, and the researcher's treatment of other people involved in the research relating to informed consent, confidentiality, anonymity and courtesy.

In this research ethics was handled by the researcher by keeping the obtained answers from the participants strictly confidential and also the researcher took permission from the respondents. Because according to Walliman (2011), participants should be treated with respect, which has many implications for how exactly the researcher deals with them before, during and after the research. Therefore, the researcher used oral consent with the principals for the collected data from the school.

## **CHAPTER FOUR**

### **4.RESULTS AND DISCUSSIONS**

The primary objective of this study was to investigate grade 9 EFL students' perceptions and teachers' practices of classroom interaction activities in speaking classes. To achieve this objective and address the research questions posed in the first chapter of this thesis, data were collected using two methods: a questionnaire and classroom observation. The study focused on understanding grade 9 students' perceptions and EFL teachers' practices concerning classroom interaction activities in speaking classes, as well as the methods EFL teachers use to enhance students' speaking skills.

The data collected through the questionnaire were categorized, and percentages were used to analyze the data. The results were then presented in tables for clarity. Similarly, data obtained from classroom observations were narrated or quoted based on frequencies to support the questionnaire findings.

The questionnaire, consisting of 49 items, was divided into five sections:

1. Section One: Contains 14 items focusing on students' perceptions of the types of classroom interaction activities employed by EFL teachers during speaking skill lessons.
2. Section Two: Includes 5 items on students' perceptions of the methodologies EFL teachers use to present speaking activities and develop students' speaking skills through classroom interaction.
3. Section Three: Consists of 8 items addressing students' perceptions of their psychological, instructional, and linguistic difficulties related to participating in speaking skills classroom interaction activities
4. Section Four:Comprises 14 items examining students' perceptions of which types of speaking skill classroom interaction activities motivate them and their satisfaction with each activity type.
5. Section Five:Contains 8 items focusing on students' perceptions of how EFL teachers implement English speaking activities.

The analysis was conducted based on these sections in relation to the fundamental research questions raised in the first chapter of the study.

## 4.1. Results of the Study

### 4.1.1 Types of Classroom Interaction Activities in Speaking Classes

The first research question aimed to assess the types of classroom interaction activities employed by EFL teachers while teaching speaking skills. The analysis was based on Kllipel's (1982) list of activities used to teach speaking skills.

### 4.1.2 Students' Responses to Speaking Skill Classroom Interaction Activities

Table 1: EFL students' perceptions of the types of classroom interaction activities employed by EFL teachers during speaking skill lessons

| Items                       | Options or frequency |             |               |             |               |             |               |             |                   |             |
|-----------------------------|----------------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|-------------------|-------------|
|                             | Strongly agree       |             | Agree         |             | Undecided     |             | Disagree      |             | Strongly disagree |             |
|                             | Frequ<br>ancy        | Perce<br>nt | Frequ<br>ancy | Perce<br>nt | Frequ<br>ancy | Perce<br>nt | Frequ<br>ancy | Perce<br>nt | Frequ<br>ancy     | Perce<br>nt |
| 1.1.Discussion              | 15                   | 13.39       | 14            | 12.5        | 10            | 8.92        | 34            | 30.35       | 39                | 34.82       |
| 1.2.Role play               | 17                   | 15.17       | 14            | 12.5        | 10            | 8.92        | 50            | 44.64       | 20                | 17.87       |
| 1.3.Simulations             | 24                   | 21.42       | 16            | 14.28       | 11            | 9.82        | 29            | 25.89       | 32                | 28.57       |
| 1.4.Information gap         | 11                   | 9.82        | 16            | 14.28       | 12            | 10.71       | 53            | 47.32       | 20                | 17.87       |
| 1.5.Pair work               | 13                   | 11.60       | 14            | 12.5        | 7             | 6.25        | 61            | 54.46       | 17                | 15.17       |
| 1.6.Brainstorming           | 21                   | 18.71       | 9             | 8.03        | 7             | 6.25        | 65            | 58.03       | 10                | 8.92        |
| 1.7.Group work              | 36                   | 32.14       | 26            | 23.21       | 21            | 18.75       | 15            | 13.39       | 14                | 12.5        |
| 1.8.Storytelling            | 20                   | 17.87       | 10            | 8.92        | 10            | 8.92        | 56            | 50          | 16                | 14.26       |
| 1.9.Interview               | 19                   | 16.69       | 14            | 12.5        | 13            | 11.60       | 30            | 26.78       | 36                | 32.14       |
| 1.10.Story completion       | 23                   | 20.53       | 21            | 18.71       | 8             | 7.14        | 43            | 38.39       | 16                | 14.28       |
| 1.11.Picture narrating      | 19                   | 16.69       | 18            | 16.7        | 8             | 7.14        | 35            | 31.25       | 32                | 28.57       |
| 1.12.Picture describing     | 9                    | 8.03        | 15            | 13.39       | 14            | 12.5        | 50            | 44.64       | 24                | 21.42       |
| 1.13.Finding the difference | 18                   | 16.07       | 17            | 15.17       | 22            | 19.64       | 49            | 43.75       | 16                | 14.28       |
| 1.14.Debating               | 14                   | 12.5        | 21            | 18.71       | 7             | 6.25        | 55            | 49.10       | 15                | 13.39       |

Keys:(5)=Stronglyagree,(4)=Agree,(3)=Undecided,(2)=Disagree,(1)=Stronglydisagree

In Table 1, respondents expressed their attitudes towards the types of classroom interaction activities employed by EFL teachers in teaching speaking skill. The majority of respondents disagreed with the use of the following activities by their EFL teachers: brainstorming (65,

58.03%), pair work (61, 54.46%), storytelling (56, 50%), debating (55, 49.10%), information gap (53, 47.32%), role play (50, 44.64%), picture describing (50, 44.64%), and finding the difference (49, 43.70%). Additionally, students strongly disagreed with the use of discussion (39, 34.82%), interviews (36, 32.14%), simulation (32, 28.57%), and picture narrating (32, 28.57%) as classroom interaction activities in their speaking classes. Observations of EFL teachers also revealed that these speaking skill interactive activities were employed infrequently.

Overall, students at the target school demonstrated a low perception of the types of classroom interaction activities used by EFL teachers in speaking classes.

#### 4.1.1.1. Students' Responses on the Ways of Presenting Classroom Interaction Activities

Table 2:EFL students' responses on the methods of EFL teachers use to speaking activities.

| Items   | Options or frequency |         |           |         |           |         |           |         |                   |         |
|---|----------------------|---------|-----------|---------|-----------|---------|-----------|---------|-------------------|---------|
|   | Strongly agree       |         | Agree     |         | Undecided |         | Disagree  |         | Strongly disagree |         |
|   | Frequency            | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency         | Percent |
| 2.1. The teachers present the activities in an enjoyable way  | 16                   | 14.28   | 13        | 11.60   | 11        | 9.82    | 41        | 36.60   | 26                | 23.21   |
| 2.2.speaking activities help students to speak and work well in the classroom   | 9                    | 8.03    | 25        | 22.32   | 7         | 6.25    | 42        | 37.5    | 29                | 25.89   |
| 2.3.speaking activities that are presented by the teachers are varied   | 10                   | 8.92    | 11        | 9.82    | 13        | 11.60   | 46        | 41.07   | 32                | 28.57   |
| 2.4.speaking activities presented by teachers motivate students to speak freely   | 13                   | 11.60   | 19        | 16.96   | 11        | 9.82    | 37        | 33.03   | 32                | 28.57   |
| 2.5.speaking activities that are presented by the teachers require the students to express and interact with their ideas in the classroom | 12                   | 8.92    | 13        | 11.60   | 19        | 16.96   | 44        | 39.28   | 24                | 21.42   |

Keys:(5)=Stronglyagree,(4)=Agree,(3)=Undecided,(2)=Disagree,(1)=Stronglydisagree

As shown in Table 2, data for item 2.1 indicate that 41 (36.6%) of the student respondents disagreed with the notion that EFL teachers present speaking activities in an enjoyable manner, while 26 (23.21%) strongly disagreed. Conversely, only 16 (14.28%) and 13 (11.6%) of the respondents strongly agreed and agreed, respectively.

For item 2.2, the majority of respondents, 42 (37.5%) and 29 (25.89%), disagreed and strongly disagreed, respectively, regarding the effectiveness of EFL teachers in presenting speaking activities that support students' speaking and working well in the classroom. On the other hand, 9 (8.03%) and 25 (22.32%) of the respondents strongly agreed and agreed, respectively.

Similarly, for item 2.3, concerning the variety of speaking activities presented by teachers, 46 (41.07%) and 32 (28.57%) of the respondents disagreed and strongly disagreed, respectively. Meanwhile, 10 (8.92%) and 11 (9.82%) of the respondents strongly agreed and agreed, respectively. This reflects a low perception of the variety of activities.

Regarding item 2.4, 37 (33.03%) of the respondents disagreed with the statement that the way speaking activities are presented by teachers motivates students to speak freely. An additional 32 (28.57%) strongly disagreed, while 13 (11.60%) and 19 (16.96%) strongly agreed and agreed, respectively.

For item 2.5, which addresses whether speaking activities require students to express and interact with their ideas in the classroom, 44 (39.28%) and 24 (21.42%) of the respondents disagreed and strongly disagreed, respectively. Conversely, 12 (8.92%) and 13 (11.60%) of the respondents strongly agreed and agreed, respectively, with 19 (19.96%) remaining undecided. This indicates a generally low perception of the requirement for students to interact and express their ideas.

#### 4.1.1.2. EFL Students' Difficulties in Participating in Classroom Interaction Activities



Table 2: EFL students' responses regarding their difficulties (psychological, instructional, and linguistic) in participating in classroom speaking activities.

| Items   | Options or frequency |         |           |         |           |         |           |         |                   |         |
|---|----------------------|---------|-----------|---------|-----------|---------|-----------|---------|-------------------|---------|
|   | Strongly agree       |         | Agree     |         | Undecided |         | Disagree  |         | Strongly disagree |         |
|   | Frequency            | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency         | Percent |
| 3.1. I am afraid of making mistakes when speaking in front of the class.                    | 41                   | 36.60   | 32        | 28.57   | 10        | 8.92    | 6         | 5.35    | 23                | 20.53   |
| 3.2. My friends can speak effectively. That thing discourages me.                           | 33                   | 29.46   | 34        | 30.35   | 9         | 8.03    | 13        | 11.60   | 23                | 20.53   |
| 3.3. I cannot speak well in the classroom because my self-confidence is low.                | 44                   | 39.28   | 30        | 26.78   | 11        | 9.82    | 12        | 10.71   | 15                | 13.39   |
| 3.4. Shyness prevents me from speaking.   | 34                   | 30.35   | 34        | 30.35   | 10        | 8.92    | 8         | 7.14    | 26                | 23.21   |
| 3.5. My anxiety is too high. That thing prevents me from speaking well.                     | 36                   | 32.14   | 34        | 30.35   | 13        | 11.60   | 14        | 12.5    | 15                | 13.39   |
| 3.6. I have difficulty finding opportunities to practice my speaking outside the classroom. | 36                   | 32.14   | 35        | 31.25   | 7         | 6.25    | 11        | 9.82    | 23                | 20.53   |
| 3.7. I do not have enough vocabulary knowledge.   | 40                   | 35.71   | 34        | 30.35   | 7         | 6.25    | 12        | 10.71   | 19                | 16.96   |
| 3.8. My pronunciation is not proper enough  | 42                   | 37.5    | 32        | 28.57   | 11        | 9.82    | 12        | 10.71   | 15                | 13.39   |

Keys:(5)=Stronglyagree,(4)=Agree,(3)=Undecided,(2)=Disagree,(1)=Stronglydisagree

As shown in Table 3, item 3.1 indicates that 41 (36.60%) of the respondents strongly agreed, and 32 (28.57%) agreed with the statement that students are afraid of making mistakes when speaking in front of the class. Conversely, 23 (20.53%) strongly disagreed, and 6 (5.35%) disagreed. This suggests that students have a limited perception of how participating freely in classroom interaction activities can enhance their learning in speaking classes.

For item 3.2, regarding whether the effectiveness of students' colleagues discourages them from

participating in speaking activities, 34 (30.35%) and 33 (29.46%) of the respondents agreed and strongly agreed, respectively. On the other hand, 23 (20.53%) strongly disagreed, and 13 (11.60%) disagreed. This indicates a generally low perception of the impact of peers on participation.

In item 3.3, concerning students' low confidence due to their inability to speak well, 44 (39.28%) and 30 (26.78%) of the respondents strongly agreed and agreed, respectively. Meanwhile, 15 (13.39%) strongly disagreed, and 12 (10.71%) disagreed. The results imply that respondents generally feel less confident in their ability to participate in speaking activities.

For item 3.4, which addresses whether shyness prevents students from using classroom interaction activities, 34 (30.35%) strongly agreed, and an equal number, 34 (30.35%), agreed. Although not a significant majority, 26 (23.21%) and 8 (7.14%) strongly disagreed and disagreed, respectively. This suggests a low perception of how shyness affects participation.

In item 3.5, related to whether high anxiety during speaking practice prevents students from participating in classroom interaction activities, 36 (32.14%) and 34 (30.35%) of the respondents strongly agreed and agreed, respectively. Conversely, 15 (13.39%) strongly disagreed, and 14 (12.5%) disagreed. Similarly, for item 3.6, regarding difficulties in finding opportunities to practice speaking outside the classroom, 36 (32.14%) and 35 (31.25%) of the respondents strongly agreed and agreed, respectively. On the other hand, 23 (20.53%) and 11 (9.82%) strongly disagreed and disagreed, respectively, indicating a perception that most students lack opportunities for outside practice.

For item 3.7, concerning whether limited vocabulary knowledge discourages participation in classroom interaction activities, 40 (35.71%) and 34 (30.35%) of the respondents strongly agreed and agreed, respectively. Meanwhile, 19 (16.96%) strongly disagreed, and 12 (10.71%) disagreed, suggesting that vocabulary knowledge significantly impacts interaction in speaking skills activities.

Finally, for item 3.8, related to whether improper pronunciation affects participation in speaking skills classroom interaction activities, 42 (37.5%) and 32 (28.57%) of the respondents strongly

agreed and agreed, respectively. Conversely, 15 (13.39%) strongly disagreed, and 12 (10.71%) disagreed, indicating that pronunciation issues are perceived as a barrier to effective participation.

#### 4.1.2. Students' Perceptions of EFL Teachers' Implementation of Classroom Interaction Activities in Speaking Classes

The second research question aimed to assess students' perceptions of the types of classroom interaction activities that motivate them in their speaking classes. The students were provided with 14 questions (items) to reflect their perceptions of how various classroom interaction activities employed by EFL teachers motivate them to interact in speaking classes.

The analysis was based on Kllipel's (1982) list of activities for teaching speaking skills. The goal was to identify students' perceptions regarding their motivation towards these classroom interaction activities, as described in the following section.

##### 4.1.2.1. Students' Perceptions of Classroom Interaction Activities and Their Motivation

Table 3: EFL students' responses on which types of speaking skills classroom interaction activities motivate them and their satisfaction with each activity type.

| Items  | Options or frequency |             |                   |             |                   |             |                   |             |                   |             |
|--|----------------------|-------------|-------------------|-------------|-------------------|-------------|-------------------|-------------|-------------------|-------------|
|  | Strongly agree       |             | Agree             |             | Undecided         |             | Disagree          |             | Strongly disagree |             |
|  | Frequ<br>ncy         | Perce<br>nt | Freq<br>uenc<br>y | Perc<br>ent | Freq<br>uenc<br>y | Per<br>cent | Freq<br>uenc<br>y | Perc<br>ent | Freq<br>uenc<br>y | Perc<br>ent |
| 4.1. Classroom interaction activity through discussion provides a relaxed atmosphere and you are happy to learn English. | 41                   | 36.60       | 21                | 18.75       | 11                | 9.82        | 18                | 16.07       | 21                | 18.75       |
| 4.2. Classroom interaction activity through debating helps you to improve your speaking ability.                         | 19                   | 16.96       | 17                | 15.17       | 11                | 9.82        | 37                | 33.03       | 28                | 25          |
| 4.3. Classroom interaction activity through role ply increases your self-confidence in speaking English.                 | 17                   | 15.17       | 12                | 8.92        | 7                 | 6.25        | 40                | 35.71       | 36                | 32.14       |

|   |    |       |    |       |    |       |    |       |    |       |
|---|----|-------|----|-------|----|-------|----|-------|----|-------|
| 4.4. Classroom interaction activity through simulation makes you understand the procedure of doing the speaking activities clearly.   | 16 | 14.28 | 12 | 8.92  | 14 | 12.5  | 28 | 25    | 42 | 37.5  |
| 4.5. Classroom interaction activity through information gap activity encourages learners' classroom participation.  | 15 | 13.39 | 16 | 14.28 | 9  | 8.03  | 38 | 33.92 | 34 | 30.35 |
| 4.6. Classroom interaction activity through pair work promotes a good relationship among learners as well as between learners and the teacher.  | 17 | 15.17 | 16 | 14.28 | 14 | 12.5  | 26 | 23.21 | 39 | 34.82 |
| 4.7. Classroom interaction activity through brainstorming activates learner's needs and interests.  | 16 | 14.28 | 11 | 9.82  | 10 | 8.92  | 30 | 26.78 | 45 | 40.17 |
| 4.8. Classroom interaction activity through group work helps you realize that English is important after learning through speaking skill activities.  | 18 | 16.07 | 12 | 8.92  | 8  | 7.14  | 24 | 21.42 | 52 | 46.42 |
| 4.9. Classroom interaction activity through story telling encourages you to think and increase your self-confidence.  | 19 | 16.96 | 12 | 10.71 | 11 | 9.82  | 30 | 26.78 | 40 | 35.71 |
| 4.10. Classroom interaction activity through interview helps you like to learn English using speaking skill activities.   | 15 | 13.39 | 12 | 10.71 | 9  | 8.03  | 34 | 30.35 | 42 | 37.5  |
| 4.11. Classroom interaction activity through story completion helps you to apply the knowledge in the classroom to use in your daily life after learning through speaking skill activities. | 19 | 16.96 | 18 | 16.07 | 13 | 11.60 | 34 | 30.35 | 28 | 25    |
| 4.12. Classroom interaction activity through picture narration helps me to practice speaking skill more.  | 19 | 16.96 | 9  | 8.03  | 9  | 8.03  | 34 | 30.35 | 41 | 36.60 |
| 4.13. Classroom interaction activity through picture describing motivates me to participate more in speaking skill.   | 19 | 16.96 | 17 | 15.17 | -  | -     | 42 | 37.5  | 34 | 30.35 |

|   |    |       |   |      |    |      |    |       |    |       |
|---|----|-------|---|------|----|------|----|-------|----|-------|
| 4.14. Classroom interaction activity through finding the difference gives me a chance to speak more individually. | 16 | 14.28 | 6 | 5.35 | 11 | 9.82 | 47 | 41.96 | 32 | 28.57 |
|---|----|-------|---|------|----|------|----|-------|----|-------|

Keys:5=stronglyagree,4=Agree,(3)=Undecided,2=Disagree,1=Stronglydisagree

As shown in Table 4, for item 4.1, which asks if classroom interaction activities through discussion provide a relaxed atmosphere and make students happy to learn English, the majority of respondents, 41 (36.60%) and 21 (18.75%), strongly agreed and agreed, respectively. Conversely, 21 (18.75%) strongly disagreed, while 11 (9.82%) were undecided.

In item 4.2, regarding whether classroom interaction activities through debating help improve speaking ability, the majority of respondents, 37 (33.03%) and 28 (25%), disagreed and strongly disagreed, respectively. Conversely, 19 (16.96%) and 17 (15.17%) of respondents strongly agreed and agreed, respectively.

For item 4.3, which evaluates whether role play activities increase students' self-confidence in speaking classes, 40 (35.71%) and 36 (32.14%) of respondents disagreed and strongly disagreed, respectively. Meanwhile, 17 (15.17%) and 12 (8.92%) of the respondents strongly agreed and agreed, respectively.

In item 4.4, which assesses whether simulation makes students interact more, 42 (37.5%) and 28 (25%) of respondents strongly disagreed and disagreed, respectively. Conversely, 16 (14.28%) and 12 (8.92%) of respondents strongly agreed and agreed, respectively.

Regarding item 4.5, concerning the use of information gap activities, 38 (33.92%) and 34 (30.35%) of respondents disagreed and strongly disagreed, respectively. Meanwhile, 15 (13.39%) and 16 (14.28%) of respondents strongly agreed and agreed, respectively.

For item 4.6, on whether pair work motivates students to interact in speaking classes, 39 (34.82%) and 26 (23.21%) of respondents strongly disagreed and disagreed, respectively. On the other hand, 17 (15.17%) and 16 (14.28%) of respondents strongly agreed and agreed, respectively.

In item 4.7, concerning brainstorming as a classroom interaction activity, 45 (40.17%) of respondents strongly disagreed, while 30 (26.78%) disagreed. The remaining 16 (14.28%) and 11 (9.82%) of respondents strongly agreed and agreed, respectively.

For item 4.8, regarding group work, 52 (46.42%) and 24 (21.42%) of respondents strongly disagreed and disagreed, respectively, indicating that they do not find group work effective for realizing, interacting, and improving their speaking skills. Conversely, 18 (16.07%), 12 (8.92%),

and 8 (7.54%) of respondents strongly agreed, agreed, and were undecided, respectively.

In item 4.9, which evaluates whether storytelling encourages participation in speaking classes, 40 (35.71%) and 30 (26.78%) of respondents strongly disagreed and disagreed, respectively. Meanwhile, 19 (16.96%) of respondents strongly agreed. The remaining respondents, 12 (10.71%) and 11 (9.82%), agreed and were undecided, respectively.

For item 4.10, regarding whether interviews as classroom interaction activities help in learning speaking skills, 42 (37.5%) and 34 (30.35%) of respondents strongly disagreed and disagreed, respectively. Conversely, 15 (13.39%) and 12 (10.71%) of respondents strongly agreed and agreed, respectively. The remaining 9 (8.03%) of respondents were undecided.

In item 4.11, which assesses if story completion helps students apply their knowledge in speaking classes, 34 (30.35%) and 28 (25%) of respondents disagreed and strongly disagreed, respectively. Conversely, 19 (16.96%) and 18 (16.07%) of respondents strongly agreed and agreed, respectively. The remaining 13 (11.60%) were undecided.

For item 4.12, concerning picture narrating, 41 (36.60%) of respondents strongly disagreed that this activity increases motivation to interact in speaking classes, with 34 (30.35%) also disagreeing. Conversely, 19 (16.96%) and 9 (8.03%) of respondents strongly agreed and agreed, respectively, with 9 (8.03%) undecided.

In item 4.13, which evaluates the relevance of picture describing as a motivating classroom interaction activity, 42 (37.5%) and 34 (30.35%) of respondents strongly disagreed and disagreed, respectively. Conversely, 19 (16.96%) and 17 (15.17%) of respondents strongly agreed and agreed, respectively.

Finally, for item 4.14, regarding whether finding the difference is the best way to learn speaking skills, 47 (41.96%) and 32 (28.57%) of respondents disagreed and strongly disagreed, respectively. Conversely, 16 (14.28%) and 6 (5.35%) of respondents strongly agreed and agreed, respectively.

#### **4.1.2. Students' Responses on How EFL Teachers Present Classroom Interaction Activities**

The third research question aimed to assess how EFL teachers employ speaking skills classroom interaction activities to improve students' speaking abilities. As indicated in the analyses of the previous research questions, students generally have limited opportunities to practice various

classroom interaction activities in their speaking classes, reflecting a low perception of many activities.

Table 4: EFL students' responses on how their EFL teachers implement English speaking activities.

| Items   | Options or frequency |         |           |         |           |         |           |         |                   |         |
|---|----------------------|---------|-----------|---------|-----------|---------|-----------|---------|-------------------|---------|
|   | Strongly Agree       |         | Agree     |         | Undecided |         | Disagree  |         | Strongly disagree |         |
|   | Frequency            | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency         | Percent |
| 5.1. Make the instructions of the speaking activities clear                                       | 17                   | 15.17   | 16        | 14.28   | 19        | 16.96   | 37        | 33.03   | 23                | 20.53   |
| 5.2. Encourage students to practice the speaking activities                                       | 19                   | 16.96   | 17        | 15.17   | 14        | 12.5    | 36        | 32.14   | 26                | 23.21   |
| 5.3. Put pressure upon students to perform well in the speaking classroom                         | 15                   | 13.39   | 16        | 14.28   | 15        | 13.39   | 36        | 32.14   | 31                | 27.67   |
| 5.4. Give equal chance to all students while presenting speaking activities                       | 17                   | 15.17   | 14        | 12.5    | 12        | 10.71   | 42        | 37.5    | 27                | 24.10   |
| 5.5. Prefer to teach grammar and vocabulary to present speaking activities                        | 43                   | 38.39   | 36        | 32.14   | 8         | 7.14    | 14        | 12.5    | 11                | 9.82    |
| 5.6. Motivate their learners while presenting the speaking activities                             | 14                   | 12.5    | 16        | 14.28   | 11        | 9.82    | 49        | 43.75   | 22                | 19.64   |
| 5.7. Help the students when they face unclear activities in presenting speaking activities        | 10                   | 8.92    | 19        | 16.96   | 7         | 6.25    | 52        | 46.42   | 21                | 18.75   |
| 5.8. Provide sufficient time for discussion and presentation while presenting speaking activities | 16                   | 14.28   | 18        | 16.07   | 12        | 10.71   | 38        | 33.92   | 28                | 25      |

Keys: 5=strongly agree, 4=Agree, (3)=Undecided, 2=Disagree, 1=strongly disagree

This implies that there is low perception as the data revealed. As Table 5, Item 5.1 reveals, 37 respondents (33.03%) disagreed, while 23 respondents (20.53%) strongly disagreed with the notion that their EFL teachers are not in a position to make the instructions for speaking activities clear. On the other hand, 17 respondents (15.17%) strongly agreed, and 16 respondents (15.17%) agreed with the statement.

In the same way for item 5.2, EFL encourage students to practice the speaking activities, 36

(32.14%) and 26 (23.21%) of the respondents replied that disagree and strongly disagree respectively. On the other hand, 19 (16.96%) of respondents replied that they strongly agree and 17 (15.17%) of respondents replied that they agree. This implies that there is low perception if EFL teachers encourage their students as the data revealed.

For Item 5.3, regarding whether EFL teachers put pressure on students to perform well in the speaking classroom, 36 respondents (32.14%) disagreed, and 31 respondents (27.67%) strongly disagreed. Conversely, 15 respondents (13.39%) strongly agreed, and 16 respondents (14.28%) agreed. This result suggests that respondents perceive their EFL teachers as having less strictness in engaging students in various classroom interaction activities during speaking classes.

Regarding the provision of equal chances for all students while presenting speaking activities in Item 5.4, the majority, 42 respondents (37.5%), disagreed, while 27 respondents (24.10%) strongly disagreed. Meanwhile, 17 respondents (15.17%) strongly agreed, and 14 respondents (12.5%) agreed. This implies a low perception of equal opportunity being provided.

For Item 5.5, which addresses whether EFL teachers prefer to teach grammar and vocabulary rather than presenting speaking activities, 43 respondents (38.39%) strongly agreed, and 36 respondents (32.14%) agreed. In contrast, 14 respondents (12.5%) disagreed, and 11 respondents (9.82%) strongly disagreed. This indicates that a majority of respondents perceive that EFL teachers emphasize grammar and vocabulary over implementing classroom interaction activities in speaking classes.

In Item 5.6, which explores whether EFL teachers motivate students while presenting speaking activities, 49 respondents (43.75%) disagreed, and 22 respondents (19.64%) strongly disagreed. Conversely, 16 respondents (14.28%) agreed, and 14 respondents (12.5%) strongly agreed. This suggests that EFL teachers' practices of motivating students during speaking activities are perceived as insufficient.

For Item 5.7, concerning EFL teachers' assistance to students during speaking activities, 52 respondents (46.42%) disagreed, and 21 respondents (18.75%) strongly disagreed. Meanwhile, 19 respondents (16.96%) agreed, and 10 respondents (8.92%) strongly agreed. This result



indicates that respondents perceive a lack of teacher support during speaking activities.

In Item 5.8, regarding whether sufficient time is provided for discussion and presentation during speaking activities, 38 respondents (33.92%) disagreed, and 28 respondents (25%) strongly disagreed. On the other hand, 18 respondents (16.07%) agreed, and 16 respondents (14.28%) strongly agreed. This suggests that there is a perception of inadequate time allocated for speaking activities.

## 4.2. Analysis of Observation Data

In line with the students' questionnaire, classroom observations were conducted to validate the results obtained. The data gathered using the classroom observation checklist were analyzed based on observed frequencies regarding how often EFL teachers employ speaking skill interactive activities, their roles, and students' roles during these activities.

Table 5: Classroom Interaction Activities Employed by EFL Teachers in Teaching Speaking Skills

| SN | Items           | Observed classes | Observation |       |           |        |       |
|----|-----------------|------------------|-------------|-------|-----------|--------|-------|
|    |                 |                  | Always      | Often | Sometimes | Rarely | Never |
| 1  | Discussion      | Teacher A        |             |       | √         |        |       |
|    |                 | Teacher B        |             |       |           | √      |       |
|    |                 | Teacher C        |             |       |           |        | √     |
| 2  | Role play       | Teacher A        |             |       |           |        | √     |
|    |                 | Teacher B        |             |       |           |        | √     |
|    |                 | Teacher C        |             |       |           |        | √     |
| 3  | Simulations     | Teacher A        |             |       | √         |        |       |
|    |                 | Teacher B        |             |       | √         |        |       |
|    |                 | Teacher C        |             |       |           | √      |       |
| 4  | Information gap | Teacher A        |             |       |           | √      |       |
|    |                 | Teacher B        |             |       |           | √      |       |
|    |                 | Teacher C        |             |       |           | √      |       |
| 5  | Pair work       | Teacher A        |             |       | √         |        |       |
|    |                 | Teacher B        |             |       |           | √      |       |

|    |                        |           |   |   |   |   |   |
|----|------------------------|-----------|---|---|---|---|---|
|    |                        | Teacher C |   |   |   | √ |   |
| 6  | Brainstorming          | Teacher A |   |   |   | √ |   |
|    |                        | Teacher B |   |   |   |   | √ |
|    |                        | Teacher C |   |   |   |   | √ |
|    |                        |           |   |   |   |   |   |
| 7  | Group work             | Teacher A |   | √ |   |   |   |
|    |                        | Teacher B |   | √ |   |   |   |
|    |                        | Teacher C | √ |   |   |   |   |
|    |                        |           |   |   |   |   |   |
| 8  | Storytelling           | Teacher A |   |   |   |   | √ |
|    |                        | Teacher B |   |   |   |   | √ |
|    |                        | Teacher C |   |   |   | √ |   |
|    |                        |           |   |   |   |   |   |
| 9  | Interview              | Teacher A |   |   |   | √ |   |
|    |                        | Teacher B |   |   |   |   | √ |
|    |                        | Teacher C |   |   |   |   | √ |
|    |                        |           |   |   |   |   |   |
| 10 | Story completion       | Teacher A |   |   |   | √ |   |
|    |                        | Teacher B |   |   | √ |   |   |
|    |                        | Teacher C |   |   |   | √ |   |
|    |                        |           |   |   |   |   |   |
| 11 | Picture narrating      | Teacher A |   |   | √ |   |   |
|    |                        | Teacher B |   |   | √ |   |   |
|    |                        | Teacher C |   |   |   | √ |   |
|    |                        |           |   |   |   |   |   |
| 12 | Picture describing     | Teacher A |   |   |   | √ |   |
|    |                        | Teacher B |   |   |   | √ |   |
|    |                        | Teacher C |   |   |   | √ |   |
|    |                        |           |   |   |   |   |   |
| 13 | Finding the difference | Teacher A |   |   |   | √ |   |
|    |                        | Teacher B |   |   | √ |   |   |
|    |                        | Teacher C |   |   | √ |   |   |
|    |                        |           |   |   |   |   |   |
| 14 | Debating               | Teacher A |   |   |   | √ |   |
|    |                        | Teacher B |   |   |   | √ |   |
|    |                        | Teacher C |   |   |   | √ |   |
|    |                        |           |   |   |   |   |   |

As shown in table 6, among the classroom interaction activities which were mostly employed by teacher A were group work, simulation, picture narration, and discussion.

The researcher observed that Teacher B used group work, finding the difference, picture narration, and simulation as classroom interaction activities, respectively. Additionally, Teacher C was observed employing group work and finding the difference in their classroom interaction activities.

The researcher noted that the three teachers were not observed using pair work, storytelling, debating, information gap, role play, picture describing, interview, or brainstorming as classroom interaction activities.

According to the researcher's observations, EFL teachers did not provide maximum opportunities for students to engage in a variety of interactive speaking activities. Although group work was used as the primary and most significant classroom activity, other activities such as finding the difference, picture narration, and simulation were employed only rarely. Therefore, EFL teachers are expected to make greater efforts to offer more opportunities for students to enhance their speaking skills.

Table 6: Teachers' Role in Teaching Speaking

| SN | Items  | Teachers' implementation of the roles | Observation |       |           |        |       |
|----|--|---------------------------------------|-------------|-------|-----------|--------|-------|
|    |  |                                       | Always      | Often | Sometimes | Rarely | Never |
| 1  | motivate students to use the target language           | Teacher A                             |             |       |           | √      |       |
|    |  | Teacher B                             |             |       |           | √      |       |
|    |  | Teacher C                             |             |       |           |        | √     |
| 2  | Get each student to involve in every speaking activity | Teacher A                             |             |       |           | √      |       |
|    |  | Teacher B                             |             |       |           | √      |       |
|    |  | Teacher C                             |             |       |           | √      |       |
| 3  | Indicate positive sign when commenting                 | Teacher A                             |             |       | √         |        |       |
|    |  | Teacher B                             |             |       |           | √      |       |
|    |  | Teacher C                             |             |       |           | √      |       |
| 4  | use eliciting to motivate students to talk more        | Teacher A                             |             |       |           | √      |       |
|    |  | Teacher B                             |             |       |           | √      |       |
|    |  | Teacher C                             |             |       |           | √      |       |
| 5  | Provide oral feedback with appreciation                | Teacher A                             |             |       |           | √      |       |
|    |  | Teacher B                             |             |       | √         |        |       |
|    |  | Teacher C                             |             |       |           |        | √     |
| 6  | not correcting student's pronunciation very often      | Teacher A                             |             |       |           | √      |       |
|    |  | Teacher B                             |             |       |           | √      |       |
|    |  | Teacher C                             |             |       |           | √      |       |

|   |  |           |  |  |   |   |  |
|---|--|-----------|--|--|---|---|--|
| 7 | move around while the students make practice | Teacher A |  |  |   | √ |  |
|   |  | Teacher B |  |  | √ |   |  |
|   |  | Teacher C |  |  |   | √ |  |
| 8 | Provide the vocabulary before practice       | Teacher A |  |  | √ |   |  |
|   |  | Teacher B |  |  |   | √ |  |
|   |  | Teacher C |  |  |   | √ |  |

According to the information in the table above, Teachers A, B, and C rarely motivate students to use the target language. Additionally, EFL teachers do not effectively fulfill their role or apply positive pressure on students to perform well in the speaking classroom, nor do they provide equal opportunities to all students during speaking activities. The results also indicate that not only are teachers reluctant to present a variety of speaking skill interaction activities, but the activities they do present do not actively incorporate student participation or provide assistance when students face difficulties during speaking skill interaction activities

Table 7: Students' Role in Learning Speaking

| SN | Items  | As observed in each of teachers' classes | Measurement of students |      |      |       |     |
|----|--|--|-------------------------|------|------|-------|-----|
|    |  |  | All                     | Many | some | A few | few |
| 1  | Practice as much as they can                   | Teacher A                                |                         |      |      | √     |     |
|    |  | Teacher B                                |                         |      |      | √     |     |
|    |  | Teacher C                                |                         |      |      | √     |     |
| 2  | Active participation in doing speaking tasks   | Teacher A                                |                         |      |      | √     |     |
|    |  | Teacher B                                |                         |      |      | √     |     |
|    |  | Teacher C                                |                         |      |      | √     |     |
| 3  | Responding to the teacher's talk and questions | Teacher A                                |                         |      |      |       | √   |
|    |  | Teacher B                                |                         |      |      |       | √   |
|    |  | Teacher C                                |                         |      |      | √     |     |
| 4  | effort not to translate into mother tongue     | Teacher A                                |                         |      | √    |       |     |
|    |  | Teacher B                                |                         |      |      | √     |     |
|    |  | Teacher C                                |                         |      |      |       | √   |
| 5  | Their effort to build their confidence         | Teacher A                                |                         |      |      |       | √   |
|    |  | Teacher B                                |                         |      |      |       | √   |
|    |  | Teacher C                                |                         |      |      | √     |     |
| 6  | Appropriate use of grammar and vocabulary      | Teacher A                                |                         |      |      | √     |     |

|   |   |           |  |  |  |   |   |
|---|---|-----------|--|--|--|---|---|
|   |   | Teacher B |  |  |  | √ |   |
|   |   | Teacher C |  |  |  |   | √ |
| 7 | Asking unclear questions                    | Teacher A |  |  |  |   | √ |
|   |   | Teacher B |  |  |  |   | √ |
|   |   | Teacher C |  |  |  | √ |   |
| 8 | Showing interest to discuss ideas in groups | Teacher A |  |  |  | √ |   |
|   |   | Teacher B |  |  |  | √ |   |
|   |   | Teacher C |  |  |  | √ |   |

As shown in Table 8, only a few students in the classes of Teachers A, B, and C were observed to take responsibility for practicing speaking activities as much as possible. In terms of active participation in speaking tasks, only a few students in these classes engaged in playing their own roles for improving their speaking skills.

Regarding the results in the table about students' roles, students perceived themselves as poor speakers and felt uncomfortable speaking English in front of others. They did not consider themselves strong English speakers and were reluctant to express their views in the classroom, often feeling uneasy about sharing their thoughts in front of their classmates.

### 4.3. Discussion of Results

This section of the paper aims to explain the results of the study in relation to the basic research questions. The main themes of the discussion are:

#### 4.3.1. Students' Perceptions on the Types of Classroom Interaction Activities

As described in the results section, most students in the sample school have limited perceptions of the various types of classroom interaction activities employed by EFL teachers while teaching speaking skills. They perceived the discussion type of classroom interaction activity more favorably compared to others.

Specifically, the results imply that Grade 9 EFL teachers are not utilizing a majority of interaction activities while teaching speaking skills, despite many respondents indicating disagreement or strong disagreement with this observation. For example, the following percentages of respondents disagreed with the use of specific interaction activities by their teachers: 58.03% for brainstorming, 54.46% for pair work, 50% for storytelling, 49.10% for debating, 47.32% for information gap, 44.64% for role play, 44.64% for picture describing, and 43.70% for finding the difference.

Similarly, students also indicated that they strongly disagree with discussion 34.82 %, interview 32.14, simulation 28.57 %, and picture narrating 28.57 % if they were employed by EFL teachers as classroom interaction activities in their speaking classes.

This is also substantiated by classroom observations that EFL teachers rarely use most of recommended speaking activities that improve students' interaction in their speaking classes. Therefore, a number of classroom interaction activities that should be employed by EFL teachers in speaking classes are not only less perceived by students but also employed less by EFL teachers' themselves.

Although using different modern activities to teach speaking skills are recommended by Shrouf (2012), the results of the study showed that the teachers' use of speaking activities is inconsistent with that of research conducted by Shrouf (2012) because of the fact that the teachers mainly used the traditional approach (teacher-based activities) for most of the observation sessions.

In addition, the way EFL teachers present speaking activities for students in the classroom (their methodology use) is under the first research question of the study. The result of the study confirmed that majority of the respondents disagree with the ideas like that of speaking activities which are presented by EFL teachers do not present varieties of classroom interaction activities to students 69.64 %, the EFL teachers' do not help students to speak and practice well were 63.39 %, classroom interaction activities presented by EFL teacher are not motivating students to interact 61.60 %, the speaking activities which are presented by EFL teachers do not require students interaction 60.7 %, and EFL teachers' presentation of speaking classroom interaction activities are not in an enjoyable manner 59.82 % respectively.

In general, the data showed that teachers hardly used varieties of classroom interaction speaking activities, hardly encourage their students, and they are not in the position to make their class motivating while presenting speaking activities. As scholars like Littlewood (2007) teachers have a significant role in creating conducive environment for their learners by using suitable speaking activities in their classrooms. Furthermore, it is disclosed that the roles a language teacher needs to play in communicative classrooms, such as needing analysts, counselors, providing different activities, managers, making clear instructions, and being a knowledge provider, which offers the

necessary help when the learners are missing and they deserve assistance. However, according to the findings of this study from students' questionnaire which is substantiated by classroom observations made during the data collation time, teachers' lack of identifying their own and their students' roles affected the implementation of speaking activities.

EFL students' difficulty of participating in Classroom Interaction Activities is also one of the focuses of the study under the first research question. Thus, from the data obtained by using a questionnaire, in linguistics problems, vocabulary, and Pronunciation become an issue that influences students' classroom interaction in speaking classes. As the result of the study confirmed that psychological problems including loss of self-confidence, fear, and shyness are among the most serious difficulties of students in the research area that affect students' interaction during speaking skill classroom activities. The data from students' questionnaire also substantiated by classroom observations of the roles of students during speaking skill classroom interaction activities, and students perceived that they are poor that they can talk English in front of the students, that they do not consider that they are a strong English speaker, and that they are not comfortable that they can express their views in the classroom and in the field of fear are they feel reluctant to share their thoughts in front of their classmates.

Generally, students of the target school have negative perceptions towards types of classroom interaction activities, ways of teachers' presentation of speaking skills classroom interaction activities and students' difficulties of participation in classroom interaction activities in speaking classes.

#### **4.3.2. Students' Perceptions of EFL teachers' implementation of classroom interaction activities in speaking classes**

The second research question investigated students' perceptions of EFL teachers' implementation of various classroom interaction activities designed to motivate grade 9 EFL students while learning speaking skills. This included items from sections 4.1 to 4.14. The study's findings on the types of classroom interaction activities did not support Kilipel's (1992) idea that learning is more effective when learners are actively involved. Additionally, the results contradicted Bygate's (1987) argument that using a variety of classroom interaction activities in speaking classes, as shown in table 4, can help students improve their oral interaction skills. The students' questionnaires and classroom observations indicated that teachers were not observed using different activities in the classroom.

Overall, the study showed that teachers were not seen using active learner-learner joint discussions (group discussions), role play, interviews, information gap filling, brainstorming and simulation, picture describing, storytelling, and picture narrating. Thus, almost all classroom interaction activities that could be applied in speaking classes were not highly perceived by the majority of respondents, considering the frequency and percentage of students' responses to each item.

#### **4.3.3. Students' Responses on How EFL Teachers Present Classroom Interaction Activities**

The third research question aimed to assess how EFL teachers employ classroom interaction activities to improve students' speaking skills. However, the current study's results from students' questionnaires and classroom observations confirmed that the way EFL teachers implement classroom interaction activities in their speaking classes does not show the use of different modern activities to teach speaking skills effectively.

The data revealed that the manner in which EFL teachers present instructions for speaking activities was unclear, and they did not encourage their students to practice speaking activities using various classroom interaction techniques. EFL teachers did not fulfill their major role or apply any positive pressure on students to perform well in speaking classes by giving equal opportunities to all students during speaking activities. The results indicated that teachers were not only reluctant to present different speaking skill classroom interaction activities but also failed to provide sufficient time for discussion and presentation while presenting speaking activities. Furthermore, the speaking activities presented by the teachers did not motivate the students to speak freely, nor did they incorporate student participation or provide assistance when students faced difficulties during speaking skill interaction activities.

To summarize the current study's results, the findings align with Dereje et al. (2012), indicating that EFL teachers rarely present speaking skill activities. Even when they do, they do not motivate students, provide clear instructions, or use a variety of techniques for presenting speaking skill activities.



## **CHAPTER FIVE**

### **5.SUMMARY,CONCLUSION AND RECOMMENDATION**

This chapter provides a summary of the findings, conclusions, and recommendations of the study. The purpose of this study was to investigate Grade 9 EFL students' perceptions and teachers' practices of classroom interaction activities in speaking classes at Diaspora Secondary School. To achieve this objective, the following research questions were formulated:

1. What are the speaking skill classroom interaction activities employed by EFL teachers?
2. What is the perception of students towards EFL teachers' implementation of classroom interaction activities in speaking classes?
3. How do EFL teachers employ speaking skill classroom interaction activities to improve students' speaking skills?

To address these questions, a descriptive research design was employed, utilizing questionnaires and classroom observations as data collection instruments. A simple random sampling (lottery) method was used to select 112 students (64 male and 48 female) out of a population of 560 for the student questionnaires. Additionally, 3 EFL teachers were included using a purposive sampling technique. These participants provided reliable data. Quantitative data were analyzed using statistical tools such as frequency and percentage, while qualitative data from classroom observations were analyzed narratively based on the researcher's observations.

#### **5.1. Summary of Major Findings**

The major findings of the study are summarized as follows:

**Limited Perceptions of Classroom Interaction Activities:** The data indicate that most students have limited perceptions of the types of classroom interaction activities employed by EFL teachers in speaking classes. Despite the expectation for language teachers to present a variety of speaking activities and for students to engage with these activities, the majority of students did not perceive many recommended activities. The observed discrepancy may stem from students' lack of awareness of speaking activities and teachers' focus on grammar rather than interactive speaking

practices. For instance, three EFL teachers were observed focusing mainly on group work rather than implementing diverse speaking activities.

**Ineffective Implementation of Interaction Activities:** The data revealed that most respondents felt that their EFL teachers did not present speaking activities in an enjoyable or effective manner. Teachers were often unable to provide clear instructions, encourage student participation, manage time effectively, or assist students in clarifying their understanding. This finding contrasts with Nunan's (1989) assertion that teachers should consider students' opinions on what they wish to learn. It appears that many teachers at the target school have neglected interactive speaking activities in favor of grammar lessons, possibly due to a lack of topical knowledge and inadequate focus on classroom interaction.

**Limited Variety and Motivation in Speaking Activities:** EFL teachers were found to be reluctant to use a variety of speaking skill classroom interaction activities and did not allocate sufficient time for discussions and presentations. The speaking activities employed did not effectively motivate students to speak freely or encourage their participation, and there was a lack of support when students encountered difficulties.

**Low Perception of Interaction Activities:** Data from student questionnaires and classroom observations confirmed that students did not view various interaction activities—such as discussions, role plays, interviews, information gap activities, brainstorming, simulations, picture describing, storytelling, and picture narrating—as effective in their speaking classes. This suggests that many potential classroom interaction activities are not highly perceived by the majority of students.

## **5.2. Conclusion**

Based on the study's objectives and results, the following conclusions can be drawn:

**1. Negative Student Perceptions:** Students generally have negative perceptions of most classroom interaction activities and the ways EFL teachers implement them. Issues such as fear of making mistakes, lack of self-confidence, and inadequate use of opportunities were noted. Activities such as brainstorming, pair work, storytelling, debating, information gaps, role plays, picture describing, and

finding differences were perceived from high to low effectiveness, respectively. This indicates a widespread negative perception among Grade 9 students towards the variety of classroom interaction activities.

2.Low Motivation and Poor Perception: Students have a poor perception of the types of classroom interaction activities that could motivate them in speaking classes. This low perception reflects their limited engagement in speaking activities, affecting their ability to improve their speaking skills through interaction.

3.Ineffective Teacher Practices:Despite expectations for EFL teachers to provide diverse speaking activities, offer equal opportunities, and motivate students, the study identified several issues. These include inadequate time for activities, lack of student motivation, insufficient encouragement, and reliance on similar activities. The ineffective implementation of speaking activities appears to be due to teachers' insufficient attention to these practices.

### **5.3. Recommendations**

Based on the findings and conclusions of the study, the following recommendations are made

1. Increase Awareness and Participation:EFL teachers should introduce a variety of classroom interaction activities to improve students' awareness and participation. Training in these activities can help students understand their interests, habits, and responsibilities for their own learning.
2. Enhance Teacher Practices: EFL teachers should guide and motivate students by preparing engaging speaking lessons, allocating sufficient practice time, using a range of speaking activities, and creating a conducive environment for interaction. School administrators should support this by fostering an environment that encourages the practice of classroom interaction activities.
3. Revise Syllabus Design: Syllabus designers should include a range of tasks, activities, and exercises that actively engage students in speaking practice.
4. Further Research: Further studies should be conducted to examine students' perceptions and practices regarding classroom interaction activities in speaking classes.

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## **APPENDICES**

### **Appendix-A:English Questionnaire for Students**

Bahir Dar University FacultyofHumanities

DepartmentofEnglishLanguageandLiterature

A.Students'Questionnaire

Dear students,

Dear students,

The present study is intended to explore EFL teachers' classroom interaction practices and students' perception of classroom interaction activities on the development of speaking skills. The study hopes to see grade 9 students' perceptions towards classroom interaction practices where grade 9 EFL teachers will employ to develop students speaking skills. Thus, EFL teachers' speaking skills classroom practices and Grade 9 EFL students' perceptions towards those speaking skills development classroom interaction practices at Diaspora Secondary School will be the focus of the present investigation. First of all, I would like to thank you for your unreserved cooperation to fill this questionnaire. This questionnaire is designed to gather information about teachers' practices and students' perceptions towards classroom interaction on the development of speaking skills in EFL classroom.It has no intention to evaluate you based on the responses. Each of your genuine responses has high value for the success of this study. Thus, the researcher kindly requests you to give your open and honest responses to the questions.

Note:

➤ Do not write your name.

**Thank you very much in advance for your support!**



**PART I: Questions related to EFL students' perceptions towards classroom interaction activities in speaking classes.**

Indicate your agreement/ disagreement using the scales 1-5 by putting a tick mark (✓) in the box in front of each item which you think reflects your attitudes of group work.

Key: 5=strongly agree 4=agree 3 =undecided 2=disagree 1 =strongly disagree

**PART I: Questions related to EFL students' perceptions towards classroom interaction activities in speaking classes.**

Indicate your agreement/ disagreement using the scales 1-5 by putting a tick mark (✓) in the box in front of each item which you think reflects your attitudes of group work.

Key: 5= strongly agree 4 = agree 3 = undecided 2 = disagree 1 = strongly disagree

| No   | 1. Teachers practices of types of classroom interaction activities to improve students speaking skills. (types of activities) | Response alternatives |   |   |   |   |
|--|---|-----------------------|---|---|---|---|
|  |   | 5                     | 4 | 3 | 2 | 1 |
| 1.1  | Discussion  |                       |   |   |   |   |
| 1.2  | Role play   |                       |   |   |   |   |
| 1.3  | Simulations   |                       |   |   |   |   |
| 1.4  | Information gap   |                       |   |   |   |   |
| 1.5  | Pair work   |                       |   |   |   |   |
| 1.6  | Brainstorming   |                       |   |   |   |   |
| 1.7  | Group work  |                       |   |   |   |   |
| 1.8  | Storytelling  |                       |   |   |   |   |
| 1.9  | Interview   |                       |   |   |   |   |
| 1.10   | Story completion  |                       |   |   |   |   |
| 1.11   | Picture narrating   |                       |   |   |   |   |
| 1.12   | Picture describing  |                       |   |   |   |   |
| 1.13   | Finding the difference  |                       |   |   |   |   |
| 1.14   | Debating  |                       |   |   |   |   |
| <b>2. Students' perceptions on the way EFL teachers present speaking activities for students in the classroom(methodology use)</b> |   |                       |   |   |   |   |
| 2.1  | The teachers present the activities in an enjoyable way   |                       |   |   |   |   |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| 2.2   | speaking activities help students to speak and work well in the classroom   |  |  |  |  |  |
| 2.3   | speaking activities that are presented by the teachers are varied   |  |  |  |  |  |
| 2.4   | speaking activities presented by teachers motivate students to speak freely   |  |  |  |  |  |
| 2.5   | speaking activities that are presented by the teachers require the students to express and interact with their ideas in the classroom   |  |  |  |  |  |
| <b>3. The Students' perceptions towards participation in classroom speaking activities (psychological, instructional and linguistic difficulties)</b>                           |   |  |  |  |  |  |
| 3.1   | I am afraid of making mistakes when speaking in front of the class.   |  |  |  |  |  |
| 3.2   | My friends can speak effectively. That thing discourages me.  |  |  |  |  |  |
| 3.3   | I cannot speak well in the classroom because my self-confidence is low.   |  |  |  |  |  |
| 3.4   | Shyness prevents me from speaking.  |  |  |  |  |  |
| 3.5   | My anxiety is too high. That thing prevents me from speaking well.  |  |  |  |  |  |
| 3.6   | I have difficulty finding opportunities to practice my speaking outside the classroom.  |  |  |  |  |  |
| 3.7   | I do not have enough vocabulary knowledge.  |  |  |  |  |  |
| 3.8   | My pronunciation is not proper enough   |  |  |  |  |  |
| <b>4. students' perception to which type of speaking skill classroom interaction activities are motivating them to use (their satisfaction towards each activity type) type</b> |   |  |  |  |  |  |
| 4.1   | Classroom interaction activity through discussion provides a relaxed atmosphere and you are happy to learn English.   |  |  |  |  |  |
| 4.2   | Classroom interaction activity through debating helps you to improve your speaking ability.   |  |  |  |  |  |
| 4.3   | Classroom interaction activity through role play increases your self-confidence in speaking English.  |  |  |  |  |  |
| 4.4   | Classroom interaction activity through simulation makes you understand the procedure of doing the speaking activities clearly.  |  |  |  |  |  |
| 4.5   | Classroom interaction activity through information gap activity encourages learners' classroom participation.   |  |  |  |  |  |
| 4.6   | Classroom interaction activity through pair work promotes a good relationship among learners as well as between learners and the teacher.   |  |  |  |  |  |
| 4.7   | Classroom interaction activity through brainstorming activates learner's needs and interests.   |  |  |  |  |  |
| 4.8   | Classroom interaction activity through group work helps you realize that English is important after learning through speaking skill activities.                                       |  |  |  |  |  |
| 4.9   | Classroom interaction activity through story telling encourages you to think and increase your self-confidence.   |  |  |  |  |  |
| 4.10  | Classroom interaction activity through interview helps you like to learn English using speaking skill activities.   |  |  |  |  |  |
| 4.11  | Classroom interaction activity through story completion helps you to apply the knowledge in the classroom to use in your daily life after learning through speaking skill activities. |  |  |  |  |  |
| 4.12  | Classroom interaction activity through picture narration helps me to practice speaking skill more.  |  |  |  |  |  |
| 4.13  | Classroom interaction activity through picture describing motivates me to participate more in speaking skill.   |  |  |  |  |  |

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
| 4.14   | Classroom interaction activity through finding the difference gives me a chance to speak more individually. |  |  |  |  |  |
| <b>5. Students' perception to how their EFL teachers implement English speaking activities.(practices)</b> |   |  |  |  |  |  |
| 5.1  | Make the instructions of the speaking activities clear  |  |  |  |  |  |
| 5.2  | Encourage students to practice the speaking activities  |  |  |  |  |  |
| 5.3  | Put pressure upon students to perform well in the speaking classroom  |  |  |  |  |  |
| 5.4  | Give equal chance to all students while presenting speaking activities                                      |  |  |  |  |  |
| 5.5  | Prefer to teach grammar and vocabulary to present speaking activities                                       |  |  |  |  |  |
| 5.6  | Motivate their learners while presenting the speaking activities  |  |  |  |  |  |
| 5.7  | Help the students when they face unclear activities in presenting speaking activities                       |  |  |  |  |  |
| 5.8  | Provide sufficient time for discussion and presentation while presenting speaking activities                |  |  |  |  |  |

## Appendix-B: Amharic Questionnaire for Students

ባህር ዳር ዩኒቨርሲቲ

የስነሰብዕ ኮሌጅ

የእንግሊዝኛ ቋንቋና ስነ-ጽሁፍ ትምህርት ክፍል

### ክፍል I: የተማሪዎች መጠይቅ

#### ወደ ተማሪዎች፡

ዋና ዋና ከሚባሉት የእንግሊዝኛ ቋንቋ ክህሎቶች አንዱ የንግግር ክህሎት ሲሆን ይህን የንግግር ክህሎት ለማዳበር ደግሞ ከእንግሊዝኛ ቋንቋ መምህራኖቻችሁ እገዛ በተጨማሪ የእናንተ ተማሪዎች በክፍል ውስጥ ህሎቱን ለማዳበርና በእንግሊዝኛ ቋንቋ ለመግባባት የምታደርጉት የእርስ በእርስ ልምምድና ተግባባት ወሳኝ ነው። በመሆኑም ይህ መጠይቅ የተዘጋጀው በእንግሊዝኛ ቋንቋ ትምህርት የንግግር ክህሎታችሁን ለማዳበር የእንግሊዝኛ ቋንቋ መምህራችሁ የሚጠቀሟቸውን የክፍል ውስጥ በእንግሊዝኛ ቋንቋ የመግባባት የልምምድ ተግባራትን አይነቶችን (Classroom interaction activities) ለመዳሰስና ተማሪዎች እነዚህ የንግግር ክህሎትን ለማዳበር በእንግሊዝኛ ቋንቋ መምህራችሁ በክፍል ውስጥ የሚጠሟቸው የንግግር ክህሎት ማዳበሪያ የክፍል ውስጥ የመግባባት ልምምድ ተግባራቶች ያላችሁን ፍላጎት፣ መነሳሳት ለማጥናት ነው። በተጨማሪም እነዚህን የንግግር ክህሎታችሁን እንድታዳብሩ የእንግሊዝኛ ቋንቋ መምህራችሁ በእንግሊዝኛ ቋንቋ ትምህርት የንግግር ክህሎት ልምምድ ጊዜ የሚጠቀሟቸውን የመግባባት የልምምድ ተግባራት እናንተ የተማሪዎች ምን ያህል እንደምጥጠቀሟቸው መዳሰስና በክፍል ውስጥ የንግግር ክህሎቶችን በመለማመድ ረገድ የእናንተ የተማሪዎች ሀላፊን ምን እንደሆነ ማጥናት ነው።

ስለሆነም ይህ መጠይቅ የተዘጋጀው ለጥናትና ምርምር ተግባር መሆኑን አወቃችሁ ለቀረረቡላችሁ መጠይቆች በአግባቡ ምላሻችሁን እንትሰጡ እያልኩ ለምትሰጡኝ ትክክለኛ ምላሽና ለጊዜአችሁ በእጅግ ለማመስገን እወዳለሁ። መጠይቀቶችን ስትሞሉ ስም መጻፍ አያስፈልጋችሁም።

የ፬ኛ ክፍል ተማሪዎች በእንግሊዝኛ ቋንቋ ትምህርት የንግግር ክህሎት በክፍል ውስጥ ለንግግር ተግባባት የልምምድ ተግባራት ያለቸውን እይታ ወይም ፍላጎት ለመዳሰስ የተዘጋጁ መጠይቆች። ወደ ተማሪዎች ምላሻችሁን የምትሰጡት በቀረቡላችሁ የመጠይቆች ሀሳብ ላይ ያላችሁን የመስማማት ወይም አለመስማማት የእርማት ምልክት (✓) ከመጠይቆቹ ፊት ለፊት በተሰጡት ሳጥኖች ውስጥ በማስቀመጥ ሲሆን በእያንዳንዱ መጠይቅ ሀሳቦች ላይ ላይ ያላችሁን ፍላጎት/እይታ ለማስቀመጥ የሚረዱ ደረጃዎች ከዚህ በታች እንደሚከተሉ ተቀምጠዋል።

ምላሾች፡5=በጣም እስማማለሁ 4=እስማማለሁ 3=ሃሳብ የለኝም 2=አልስማማም 1=በጣም አልስማማም

ፆታ፡ ሴት ☐

ወንድ ☐

| No  | 1. በእንግሊዝኛ ቋንቋ ትምህት ጊዜ የእንግሊዝኛ ቋንቋ መምህራን የንግግር ክሎታችሁን ለማዳበር የሚጠቀሟቸውን የክፍል ውስጥ የንግግር የተግባቦት ልምምድ አይነቶችን (types of activities) በተመለከተ | የምላሽ አማራጮች |   |   |   |   |
|---|---|------------|---|---|---|---|
|   |   | 5          | 4 | 3 | 2 | 1 |
| 1.1   | የገጋራ ወይይት (Discussion)  |            |   |   |   |   |
| 1.2   | ተወኔታዊ ልምምድ (Role play)  |            |   |   |   |   |
| 1.3   | አስመስሎ የመጫወት ተግባር (Simulations)  |            |   |   |   |   |
| 1.4   | የተጀመሩ ሀሳቦችን ማሟላት (Information gap)  |            |   |   |   |   |
| 1.5   | የጥንድ ስራ ተግባር (Pair work)  |            |   |   |   |   |
| 1.6   | ቅድመ ሀሳብ ልወውጥ (Brainstorming)  |            |   |   |   |   |
| 1.7   | የቡድን ልምምድ (Group work)  |            |   |   |   |   |
| 1.8   | ተረቶችን የመናገር ተግባር (Storytelling)   |            |   |   |   |   |
| 1.9   | ቃለ ምልልሳዊ ተግባር (Interview)   |            |   |   |   |   |
| 1.10  | ታሪኮችን የመሟላት ተግባር (Story completion)   |            |   |   |   |   |
| 1.11  | ስዕልን መተረክ ተግባር (Story completion)   |            |   |   |   |   |
| 1.12  | ስዕሎች ላይ ገለጻ የማድረግ ተግባር (Picture describing)   |            |   |   |   |   |
| 1.13  | ልዩነቶችን የመፈለግ ተግባር (Finding the difference)  |            |   |   |   |   |
| 1.14  | ክርክሮችን የማድረግ ተግባር (Debating)  |            |   |   |   |   |
| 2. የእንግሊዝኛ ቋንቋ መምህራ/ሯ የንግግር ክህሎት የልምምድ ተግባራትን ለተማሪዎች የሚያቀርቡበትን መንገድ አስመልክቶ የተማሪው/ዋ እይታ/ሀሳብ በተመለከተ         |   |            |   |   |   |   |
| 2.1   | የእንግሊዝኛ ቋንቋ መምህራ የእንግሊዝኛ ቋንቋ የንግግር ክህሎት መለማመጃ የሚያቀርቧቸው ተግባራት በሚያገለግሉ መልኩ ያቀርባል/ታቀርባለች፡፡   |            |   |   |   |   |
| 2.2   | የእንግሊዝኛ ቋንቋ መምህራ የእንግሊዝኛ ቋንቋ የንግግር ክህሎት መለማመጃ የሚያቀርቧቸው ተግባራት እኔን በሚያገለግሉ የበለጠ ለመስራት በሚያገለግሉ መልኩ ነው፡፡                                |            |   |   |   |   |
| 2.3   | የእንግሊዝኛ ቋንቋ መምህራ በክፍል ውስጥ የሚያቀርቧቸው የእንግሊዝኛ ቋንቋ የንግግር ክህሎት መለማመጃ ተግባራት የተለያዩና በርካታ ናቸው፡፡   |            |   |   |   |   |
| 2.4   | የእንግሊዝኛ ቋንቋ መምህራ በክፍል ውስጥ የሚያቀርቧቸው የእንግሊዝኛ ቋንቋ የንግግር ክህሎት መለማመጃ ተግባራት ለመለማመድ አበረታች ናቸው፡፡  |            |   |   |   |   |
| 2.5   | የእንግሊዝኛ ቋንቋ መምህራ በክፍል ውስጥ የሚያቀርቧቸው የእንግሊዝኛ ቋንቋ የንግግር ክህሎት መለማመጃ ተግባራት ተማሪዎች እራሳቸውን እንዲገልጹና እርስ በእርሳቸው እንዲለማመዱ የሚያደርጉ ናቸው፡፡          |            |   |   |   |   |
| 3. በእንግሊዝኛ ቋንቋ ትምህርት የንግግር ክህሎት ልምምድ ወቅት ተማሪዎች የልምምድ ተግባራት ላይ ለመሳተፍ በሚያስቡበት ወቅት ተጽዕኖ የሚፈጥሩባቸው ጉዳዮች በተመለከተ |   |            |   |   |   |   |
| 3.1   | ከክፍል ጓደኞቼ ፊት የእንግሊዝ የንግግር ክህሎት ልምምድ ወቅት እሳሳታለሁ ብዬ ስለማስብ ከመለማመድ እቆጠባለሁ፡፡   |            |   |   |   |   |
| 3.2   | የክፍል ውስጥ ጓደኞቼ ከኔ በተሽለ የእንግሊዝ የንግግር ክህሎት አላቸው ብዬ ስለማስብና እኔ የእነርሱን የህል መናገር ስለማልችል ከመለማመድ እቆጠባለሁ፡፡                                    |            |   |   |   |   |
| 3.3   | በራስ መተማመኔ ዘቅተኛ ስለሆነ የእንግሊዝ ቋንቋ የንግግር ክህሎቴን ለማዳበር አልሞክርም፡፡   |            |   |   |   |   |

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| 3.4  | በእንግሊዝኛ ለመናገር ሀፍረት ስለሚሰማኝ ከመለማመድ እቆጠባለሁ።  |  |  |  |  |
| 3.5  | ብእንግሊዝኛ ቋንቋ ለመናገር ሳስብ ስለምደነግጥ ከመለማመድ እቆጠባለሁ።  |  |  |  |  |
| 3.6  | የእንግሊዝኛ የንግግር ክክሎቴን ከክፍለ ዊጭ ለመለማመድ የሚያስቺለኝ ሁኔታ የለም።   |  |  |  |  |
| 3.7  | በቂ የቃላት እውቀት ስለሌለኝ በእንግሊዝኛ ቋንቋ በንግግር ክህሎት ልምምድ ወቅት ከመሳተፍ እቆጠባለሁ።  |  |  |  |  |
| 3.8  | በእንግሊዝኛ ለመናገር ለመሞከር ሳስብ ቃላትን በትክክል ፕሮናውስ የማላደርግ ስለሚመስለኝ ለመሳተፍ እፈራለሁ።  |  |  |  |  |
| 4.   | በእንግሊዝኛ ቋንቋ የንግግር ክህሎት ትምህርት ጊዜ የትኞቹ የተግባባት የልምምድ ተግባራት ተማሪውን/ዋ ለመተግበር/ለመለማመድ እንደሚያበረታቷቸው ያላቸውን ፍላጎት/ሀሳብ በተመለከተ         |  |  |  |  |
| 4.1  | በክፍል ውስጥ በወይይት መልኩ (discussion) የእንግሊዝኛ ቋንቋ የንግግር ክህሎት መለማመጃ ተግባራት ስለማመድ የበለጠ እድል ይሰጠኛል ያበረታታኛልም።                       |  |  |  |  |
| 4.2  | በክፍል ውስጥ በክርክር መልኩ (debating) የእንግሊዝኛ ቋንቋ የንግግር ክህሎት መለማመጃ ተግባራት ስለማመድ የበለጠ እበረታታለሁ።                                    |  |  |  |  |
| 4.3  | በክፍል ውስጥ በድራማ መልኩ (role ply) የእንግሊዝኛ ቋንቋ የንግግር ክህሎት መለማመጃ ተግባራት ስለማመድ የበለጠ ያበረታታኛል፤ በራስ መተማመኔንም ይጨምርልኛል።                |  |  |  |  |
| 4.4  | በክፍል ውስጥ ሌሎች አስመስሎ መናገር የመሳሰሉ (simulation) የእንግሊዝኛ ቋንቋ የንግግር ክህሎት መለማመጃ ተግባራት ስለማመድ የበለጠ ያበረታታኛል ግልጽም ይሆንልኛል።           |  |  |  |  |
| 4.5  | በክፍል ውስጥ የተጓደለ ሀሳብ ማሟላት የመሳሰሉ (information gap) የእንግሊዝኛ ቋንቋ የንግግር ክህሎት መለማመጃ ተግባራት ስለማመድ የበለጠ ያበረታታኛል ።                 |  |  |  |  |
| 4.6  | በክፍል ውስጥ ጥንድ ጥንድ በመሆን የሚተገበሩ (pair work) የእንግሊዝኛ ቋንቋ የንግግር ክህሎት መለማመጃ ተግባራት ስለማመድ የበለጠ ያበረታታኛል ግንዛቤ-የንም ይጨምርኛል።         |  |  |  |  |
| 4.7  | በክፍል ውስጥ ቅድመ ይይት( brainstorming) የመሳሰሉ የእንግሊዝኛ ቋንቋ የንግግር ክህሎት መለማመጃ ተግባራት የመለማመድ ፍላጎቴን ስለሚጨምሩልኝ ለመለማመድ እበረታታለሁ።         |  |  |  |  |
| 4.8  | በክፍል ውስጥ በቡድን በመሆን የሚተገበሩ (group work) የእንግሊዝኛ ቋንቋ የንግግር ክህሎት መለማመጃ ተግባራት ስለማመድ የበለጠ ያበረታታኛል ግንዛቤ-የንም ይጨምርኛል።           |  |  |  |  |
| 4.9  | . በክፍል ውስጥ ታሪኮችን መተረክ ያሉ (story telling)የእንግሊዝኛ ቋንቋ የንግግር ክህሎት መለማመጃ ተግባራትን ሳስብ ለመለማመድ መበረታታትን በራስ መተማመኔን ይጨምርልኛል።      |  |  |  |  |
| 4.10 | በክፍል ውስጥ በቃለ ምልልስ መልኩ የሚቀርቡ (interview) የእንግሊዝኛ ቋንቋ የንግግር ክህሎት መለማመጃ ተግባራት ለመለማመድ ያበረታቱኛል።                              |  |  |  |  |
| 4.11 | በክፍል ውስጥ ታሪኮችን መተረክ ያሉ (story completion)የእንግሊዝኛ ቋንቋ የንግግር ክህሎት መለማመጃ ተግባራት ለመለማመድና ከክፍል ውጭም በእንግሊዝኛ ቋንቋ ለመናገር ያበረታቱኛል። |  |  |  |  |
| 4.12 | በክፍል ውስጥ እንደ ሰዕሎችን አስመልክቶ መተረክ ያሉ (picture narration)   |  |  |  |  |

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|   | የእንግሊዝኛ ቋንቋ የንግግር ክሎት መለማመጃ ተግባራት ለመለማመድ ያበረታቱኛል።  |  |  |  |  |
| 4.13  | በክፍል ውስጥ እንደ ሰዕሎችን መግለጽ ያሉ (picture describing) የእንግሊዝኛ ቋንቋ የንግግር ክሎት መለማመጃ ተግባራት ለመለማመድ ያበረታቱኛል።                                  |  |  |  |  |
| 4.14  | በክፍል ውስጥ የነገሮችን ልዩነት የተመለከቱ (finding the difference) የእንግሊዝኛ ቋንቋ የንግግር ክሎት መለማመጃ ተግባራት ለመለማመድ ያበረታቱኛል።                             |  |  |  |  |
| <b>5. የእንግሊዝኛ ቋንቋ መምህራ/ሯ የንግግር ክህሎት የልምምድ ተግባራትን አተገባበር አስመልክቶ የተማሪው/ዋ እይታ/ሀሳብ በተመለከተ</b> |  |  |  |  |  |
| 5.1   | የእንግሊዝኛ ቋንቋ መምህራ በንግግር ክህሎት የጋራ ልምምድ ተግባራት ወቅት የመለማመጃ ተግባራት በግልጽ ተረድተን እንድንተገብራቸው ያደርጋል/ታደርጋለች።                                    |  |  |  |  |
| 5.2   | የእንግሊዝኛ ቋንቋ መምህራ በንግግር ክህሎት የጋራ ልምምድ ተግባራት ወቅት የመለማመጃ ተግባራት እንድሳተፍና እንድንተገብራቸው ያበረታታል/ታበረታታለች።                                     |  |  |  |  |
| 5.3   | የእንግሊዝኛ ቋንቋ መምህራ በንግግር ክህሎት የጋራ ልምምድ ተግባራት ወቅት የመለማመጃ ተግባራት በክፍል ውስጥ በአግባቡ ተግባራዊ እንዳደርግ በገ ተጽዕኖ ያደርጋል/ታደርጋለች።                      |  |  |  |  |
| 5.4   | የእንግሊዝኛ ቋንቋ መምህራ በንግግር ክህሎት የጋራ ልምምድ ተግባራት ወቅት የመለማመጃ ተግባራት ሁሉም ተማሪ እንዲለማመድ እኩል እድል ይሰጣል/ትሰጣለች።                                    |  |  |  |  |
| 5.5   | የእንግሊዝኛ ቋንቋ መምህራ በንግግር ክህሎት ክፍለ ትምህርት ወቅት የንግግር ክሎት ልምምድ ተግባራትን እንድንለማመድ ከማድረግ ይልቅ የእንግሊዝኛ ሰዋሰዉና የቃላት ትምህርቶች ላይ ትኩረት ያደርጋል/ታበርጋለች። |  |  |  |  |
| 5.6   | የእንግሊዝኛ ቋንቋ መምህራ በንግግር ክህሎት የጋራ ልምምድ ተግባራት ወቅት ለማደርገው ተሳትፎ ያበረታታል/ታበረታታለች።   |  |  |  |  |
| 5.7   | የእንግሊዝኛ ቋንቋ መምህራ በንግግር ክህሎት የጋራ ልምምድ ተግባራት ወቅት ግልጽ ያልሆኑ የመለማመጃ ተግባራትን ያለመረዳት ችግር ሲገጥመን እንድንረዳው እገዛ ያደርግልናል/ታደርግልናለች።               |  |  |  |  |
| 5.8   | የእንግሊዝኛ ቋንቋ መምህራ በንግግር ክህሎት የጋራ ልምምድ ተግባራት ወቅት በቂ የመለማመጃ ተግባራትና የመለማመጃ ጊዜ ይሰጥል/ትሰጠኛለች።   |  |  |  |  |

## Appendix-C: Classroom Observation Checklist

### A. Classroom interaction activities which are employed by EFL teachers' in teaching speaking skill.

Name of the school ----- 9<sup>th</sup> Grade

Teacher's qualification: ----- Lesson: Speaking instruction

Observer: the researcher Date: -----

| SN | Questions              | Response in Frequency |       |               |        |       |
|----|------------------------|-----------------------|-------|---------------|--------|-------|
|    |                        | Always                | Often | Someti<br>mes | Rarely | Never |
| 1  | Discussion             |                       |       |               |        |       |
| 2  | Role play              |                       |       |               |        |       |
| 3  | Simulations            |                       |       |               |        |       |
| 4  | Information gap        |                       |       |               |        |       |
| 5  | Pair work              |                       |       |               |        |       |
| 6  | Brainstorming          |                       |       |               |        |       |
| 7  | Group work             |                       |       |               |        |       |
| 8  | Storytelling           |                       |       |               |        |       |
| 9  | Interview              |                       |       |               |        |       |
| 10 | Story completion       |                       |       |               |        |       |
| 11 | Picture narrating      |                       |       |               |        |       |
| 12 | Picture describing     |                       |       |               |        |       |
| 13 | Finding the difference |                       |       |               |        |       |
| 14 | Debating               |                       |       |               |        |       |

### B. Teachers' Role to Teach Speaking

| SN | Questions  | Response Frequency |       |               |        |       |
|----|--|--------------------|-------|---------------|--------|-------|
|    |  | Always             | Often | Sometim<br>es | Rarely | Never |
| 1  | Provide maximum opportunity for students to talk the target language   |                    |       |               |        |       |
| 2  | Try to involve each student in every speaking activity   |                    |       |               |        |       |
| 3  | Indicate positive sign when commenting on a students' response   |                    |       |               |        |       |
| 4  | Ask eliciting questions such as "What do you mean? How do you reach that conclusion?" in order to motivate students to talk more |                    |       |               |        |       |



|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 5 | Provide oral feedback like: your presentation was really great! I really appreciated your efforts in preparing the materials and efficient use of your voice |  |  |  |  |  |
| 6 | Do not correct student's pronunciation mistakes very often while they are speaking   |  |  |  |  |  |
| 7 | Circulate around the classroom while the students make practice  |  |  |  |  |  |
| 8 | Provide the vocabulary before practice   |  |  |  |  |  |

**C. Students' Role to Learn Speaking**

| SN | Questions  | Measurement Degree |           |      |      |           |
|----|--|--------------------|-----------|------|------|-----------|
|    |  | Excellent          | Very Good | Good | Poor | Very Poor |
| 1  | Practice as much as they can                               |                    |           |      |      |           |
| 2  | Doing the tasks given by the teacher successfully          |                    |           |      |      |           |
| 3  | Responding to the teacher's talk and questions             |                    |           |      |      |           |
| 4  | Their effort not to translate and not to use mother tongue |                    |           |      |      |           |
| 5  | Their effort to build their confidence                     |                    |           |      |      |           |
| 6  | Appropriate use of grammar and vocabulary                  |                    |           |      |      |           |
| 7  | Asking unclear issues and questions                        |                    |           |      |      |           |
| 8  | Showing interest to discuss ideas in groups in detail      |                    |           |      |      |           |