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Assessing the Factors That Affect Teaching Speaking Skills: The Case of Robe Teachers' College, English Department Second Year Students

Kedir Abda

Madda Walabu University, Robe Ethiopia

Abstract

This study was conducted to assess factors that affect teaching speaking skills at Robe Teachers' College, English Department second year students. The quantitative and qualitative methods and quota sampling were employed to achieve this goal. The participants were two instructors and one hundred students. Questionnaires with close and open ended items for students, semi-structured interview questions for instructors, and Classroom observation check-lists with semi-structured items were employed as data collection instruments. The data collected through questionnaires were described using frequency and percentages while data those collected through interview and classroom observation were narrated qualitatively and data from all sources were triangulated to increase reliability of the finding. The results suggested that the students did not practice speaking skills both in and out-side classroom due to: lack of motivation, fear of making mistakes, lack of self-confidence, poor grammar knowledge, shortage of vocabularies, lack of exposure, and their poor back-ground experience. Therefore, it is primarily suggested that students need to develop their self-confidence, be aware of the role of mistakes in learning speaking skills, feel responsible for their learning and build their knowledge of grammar and vocabulary; secondly, the instructors should employ their maximum potential to assess and activate the students' basic language skills and increase students' motivation and self-confidence in speaking skills; thirdly, the college should fulfill supplementary materials (books, films, equipments of language laboratories) for better improvement of students' speaking skills.

Key words: Speaking, Robe Teachers' College, assessment, factors, self-confidence.

1. Introduction: Ethiopia, as a country of diverse language, adopted a multi-lingual education program based on the education and training policy of 1994. This policy allows mother tongue language as the medium of education in the first and second cycles (Grade 1-4 and 5-8); and English language as a medium of instruction in Secondary and Preparatory Schools (grade 9-12) and universities.

The researcher believes that speaking is an active and productive skill. It plays a great role in our day to day activities, if the students do not have good background experience, they will not develop their communicative skills, particularly speaking skills. Therefore, students' background affects teaching speaking skills.

Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language (Ur, 1996). The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication (Davies and Pearse, 2000). However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge. According to Burns and Joyce (1997), teachers need to offer students clear reasons for speaking and how to assess their performance. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994 and Joyce, 1997). In speaking, form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, physical environment and the purpose for speaking.

Thus, one can deduce that speaking is often spontaneous, open ended and evolving and it requires learners not only knowing how to produce specific points of language (grammar, pronunciation, or vocabulary) that is linguistic competence, but also understanding of when, why, and in what ways to produce language (socio linguistic competence).

Therefore, students are expected to improve their speaking skills by using English language in English classroom for various interactions and they have to get exposures out of the classroom and in order to use English in their day to day communication purposes. Generally, to enhance teaching speaking skills, English language teachers and the college academic staffs should work in collaboration and solve the factors that affect students' speaking skills in English classroom.

1.1 Statement of the Problem: From the experiences of teaching English in Robe Teachers' College almost for ten years, the researcher observed the insufficient participation of students in English language classroom. This means, the students do not participate actively in speaking English. Some of the students keep silent all the time and sit passively. They do not speak English in classroom. Even sometimes, while they try to answer a simple question, they do not speak in English. Furthermore, when students are asked to discuss some issues in pairs or groups they shift the medium of instruction from English to their mother tongue language. To sum up, the researcher observed that, in English classroom students are failed to ask and answer questions, participate in group discussions, and classroom peer-teaching and oral presentations.

Furthermore, students are found that they do not have sufficient English knowledge and skills even in order to understand what they learn from their teachers or read from their text books. This means, most students in Ethiopia schools do not have sufficient skills in English language. Specially, they cannot express their feelings and ideas in learning English

as foreign/second language. This is may be due to: Fear of making mistakes, lack of basic speaking skills, poor speaking back-ground, lack of self-confidence, lack of grammar and vocabulary knowledge, negative attitude towards speaking the language skills and so forth. Regarding the importance of speaking skills, Baker and Westrup (2003) stated that, more and more educators, government, ministry of education and employers need people who can speak English well. Companies and organizations need staff who can speak English in order to communicate within the international marketplace. Students who can speak English well may have a greater chance of further education, of finding employment and gaining promotion. This means, speaking skills play a dominant role in the community in general, and in the educational institution and ministry of education in particular.

English language instructors in Robe College of Teacher Education also complain students' insufficient participation in speaking English. Because, the students do not involve themselves in the speaking activities like: Pair and group discussion, role playing, oral presentation, improvisations and speaking tasks involving speaking. The researcher made classroom observation and found that the students did insufficient practice during speaking lesson.

Few researches were conducted regarding this problem, for example, Tella (2007) argues that the students' language level is different; their attitude towards learning English is also not similar; some of the students work hard, but some of them are just the opposite; they always feel shy and keep silent during the classroom activities. Generally, the researcher teacher, most of the times, while teaching speaking skills he examines that students' speaking performance was very low.

The current study is different from others from other works, for example, Baker and Westrup (2003), focused on more general aspects of speaking skills. In addition, one of the local researchers called Biruh Assefa (2000), conducted the research on the same issue. However, there is a gap between this research and his study. Mr. Biruh Assefa's research focuses on global factors that affect Ethiopian grade 11 students' English language speaking skills, while, the current study focused on assessing the factors that affect teaching speaking skills, not only specific to speaking skills but also the factors that can from teaching learning process, in the case of: English department, second year students at Robe Teachers' College in Bale zone, Oromia regional state. Therefore, the current study is different from the above works both in terms of focus and setting.

This study was therefore, designed to assess the factors that affect teaching speaking skills in the English language classroom setting. It mainly focuses on the challenges and experiences that affect teaching speaking skills in Robe Teachers' College.

1.2. Objectives of the Study: The general objective of the study was to assess factors that affect teaching of speaking skills in English language classroom. The following are the specific objectives of the study:

1. To identify students' views on the factors that affects some students' confidence to speak English in the classroom.

2. To identify and analyze the most influential factors that affects the students' desire to speak in the language.
3. To identify how the factors influence students' performance and why.
4. To explore what teachers and students are doing to overcome the challenges and promote speaking skills.

1.3. Significance of the Study: Speaking is one of the productive skills that helps language learners to convey their message and has an important place in language teaching. The result of this study would benefit people who have access to it. For example, it may provide English Language teachers with valuable insights regarding the factors that affect teaching speaking skills. It could also raise the awareness of the teacher educators to equip their trainees with the essential skills to minimize problems that encountered in teaching English speaking skills. Finally, the study may initiate researchers to conduct further research on the same or related issues.

1.4. Scope of the Study: This study is confined to assessing factors that affect speaking skills in English language classroom, with a particular reference to second year, English department students of Robe Teachers' College in Bale zone out of ten regional colleges. The researcher focused on identifying the factors that affect students' speaking skills in asking and answering questions, participating in pair and group discussions, performing peer-teaching and oral presentations during spoken English classroom.

1.5. Limitations of the study: This research would have been more exhaustive and meaning full, if it included other colleges in Oromia region and other regions in the study for similar problem. In addition, due to time and financial limitations the depth of this research was limited to assess the factors that affect teaching speaking skills in Robe Teachers' College, English department second year students.

2. Review of Literature:

2.1. Definition of Speaking: Speaking is the productive skill in the oral mode. It, like other skills, is more complicated than it seems at first and involves more than just pronouncing words.

2.2. Importance of Speaking: In this section some important issues, which can support learning Speaking English are presented. According to Joanna and Heather (2006) many teachers worldwide have to teach mainly grammar and vocabulary; because these areas are tested in examinations. This means that speaking is a neglected language skill in many English classrooms. Students may have a good knowledge of grammar and a wide vocabulary because they can use the knowledge to pass examination, but they face challenges to speak English outside the classroom.

According to Joanna and Heather (2006) Speaking English helps students to convey their information or to get message in any fields of study. He further states that good English speakers will be in a good position to contribute for the improvement of their community's socio politics and socio-economic issues. This means, by Practicing to speaking English

students gain valuable skills which can help students in their day to day communication through the use of new vocabulary, grammar or functional language like: greeting, introductions (self-introduction and introducing others).

Therefore, in order to minimize this problems English language teachers need to develop learners' self-confidence by involving the students in role play, so that students would able to share their role and try to be responsible for their own role in any simulation. This means, self-confidence has a very important place in building one's speaking skills when teachers teach speaking English language, even though, students lose their confidence when they are attending English as second/foreign language, unlike they do in their mother tongue language.

2.3. Lack of Basic Language Skills: It is difficult for many students to respond when the teachers ask them to say something in English language because they may have little idea about what to say, which vocabulary to use, how to use grammar correctly (Baker and Westrup,2003).This means, that they do not have enough basic language skills in order to be able to listen, and respond to what has been said and read and write on given topics and use the language in appropriately and accurately at the level of sounds, syllable, grammar, vocabulary, texts and discourse.

2.4. The Role of Risk-taking: Risk-taking is an important characteristic of successful learning of second language. Learners have to be “gamble” a bit to be willing to try out hunches about the language and lack risk of being wrong. (Brown, 1978) argues that risk taking is important both in classroom and natural setting. In the classroom these ramifications may include a bad grade, in the course, a fail on exam, a reproach from the teacher, and smirk from classmate, punishment or embarrassment imposed by one self outside classroom, individuals learning a second language face other negative consequences if they make mistakes. He further argues that they fear looking ridiculous, they fear frustration coming from the listeners blank look, showing that; they have failed to communicate. Therefore, in practicing English either in the classroom or outside the classroom learner has to take the risks that come and learn through making mistakes. The silent student in the classroom is one who is unwilling to appear foolish when mistakes are made. Risk takers do not bother whether they are laughed at when they make mistakes.

2.5. The Role of Anxiety: Little Wood (2007) states that foreign language classroom can create inhibitions and anxiety easily. The research on anxiety suggests that, like self-esteem, anxiety can be experienced at various levels. At the deepest or global level, trait anxiety is a more permanent pre- disposition to be anxious. Some people are predictably and generally anxious about many things. At a more momentary, or situational level, state anxiety is experienced in relation to some particular event or act. Therefore, anxiety is also one of the factors that affect teaching speaking skills.

2.6. The Role of Motivation: Motivation is probably the most often used catch- all term for explaining the success or failure of virtually any complex task. It is too easy to figure out that success in tasks is due to simply to the fact that someone is motivated. It is easy in second language learning to claim that a learner will be successful with proper motivation. Such claims are of course not erroneous, for countless studies and experiments in human learning have shown that motivation is a key to learn or teach (Brown, 1978).

Motivation in language-learning plays a vital role. It is motivation that produces effective second-language communicators by planting in them the seeds of self-confidence. It also successfully creates learners who continuously engage themselves in learning even after they complete a targeted goal. In order for English instructors to motivate them, a number of methods are needed both in and outside of the classroom.

He further state that six factors influence motivation in language learning: attitudes, beliefs about self, goals, involvement, environmental support, and personal attributes. Above all, three specific elements are strongly believed to build motivation towards language-learning: self-confidence, experiencing success and satisfaction, and good teacher-learner relationships as well as relationships between learners. All three factors are believed to be correlated to each other in the process of motivation development. From the above quotation one can understand that students who are motivated to speak are more successful in improving speaking, and the less they are motivated the less successful they will be in mastering speaking skills. Therefore, motivation is one of the factors that affect students' English speaking skills in the classroom.

3. Research Methodology:

3.1. Participants: The participants in the study were 100 English major students and 2 English language instructors. There were 2 sections consisting of 50 students.

3.2. Data Collection Instruments: The research instruments employed to collect data for this study were questionnaires, interview and classroom observation.

The closed and open-ended questionnaires were delivered to 100 students to answer research questions such as "How do students view their confidence to speak English in the classroom? What are the factors that affect students' desire to speak in the language? And identify the factors which are influential in affecting students' performance?"

Semi-structured interview questions were employed to collect detail information from two English language teachers to answer the research questions such as "What factors, if any, that affects students' desire to speak in the language? What teachers and students are doing to facilitate conditions that promote speaking skills?"

Classroom Observation is the third data collection instrument the researcher has employed, to substantiate the data gathered through questionnaires and interview, classroom observation was conducted. Semi-structured items of observation check-lists were prepared. The observation was made in four sections, four times for each section, totally, sixteen

periods were observed assess factors that affect teaching speaking skills, in English classroom.

3.3. Procedures of Data Analysis: The analysis of the qualitative data obtained from the interview follows three steps. Firstly, listening to the interview cassette and writing down the opinions stated for each questions, secondly, reading through all statements and classifying the answers of each interviewee, thirdly, reviewing all answers given for each question. To sum up, the researcher has thoroughly read the data collected through questionnaires, interview and classroom observation from the respondents to work out meaning in light of the research questions. On the other hand, the data obtained from students through questionnaires were analyzed using frequency counting and percentages quantitatively. Generally, the data that were analysed qualitatively and quantitatively were combined and summarized together to reach appropriate conclusions.

4. Results and Discussions :

4.1. 1. Students’ responses on viewing their confidence and participation:

Table1. Students’ responses on viewing their confidence and degree of participation to speak English in class

No	Item	Responses									
		Almost always		Some times		Rarely		Not at all		Total	
		No	%	No	%	No	%	No	%	No	%
1	How often students ask and answer questions in English?	10	10	25	25	65	65	5	5	100	100
2	To what extent do you talk to your partner in English?	12	12	45	45	30	30	13	13	100	100
3	To what extent do you speak English effectively in English classroom?	14	14	35	35	35	35	16	16	100	100
4	How often do you confidently speak in the class?	5	5	10	10	60	60	25	25	100	100
5	How often do you conduct debating on different topics?	8	8	20	20	40	40	32	32	100	100
6	To what extent do you practice speaking skills in micro teaching?	16	16	30	30	39	39	15	15	100	100
7	To what extent do you tell story in the classroom in English language?	19	19	20	20	40	40	21	21	100	100
8	To what extent do you introduce yourself in English?	10	10	20	20	40	40	30	30	100	100

9	How often do you make long speech in English?	6	6	23	23	31	31	40	40	100	100
10	How often do you give your opinion in English?	10	10	20	20	40	40	30	30	100	100
11	How often do you ask for and give directions in English?	15	15	15	15	34	34	36	36	100	100
12	Do you have motivation to speak English in the classroom?	10	10	11	11	40	40	39	39	100	100
13	How often do you like to practice speaking English when you were in lower grades?	9	9	20	20	32	32	39	39	100	100
14	To what extent are you trying to speak in English outside the classroom?	9	9	20	20	32	32	39	39	100	100

From the above table one can grasp four important points. One is that the majority of the students rarely or not at all participate actively in speaking activities. For example they do not involve in asking and answering questions, talking to their partner, conducting debate, telling history, introducing themselves, making long speech, expressing their opinion, asking for and giving directions. Generally, they do not practice speaking when teachers provide some opportunities. The second point is the majorities of the students feel shy and lose confidence when they try to speak English in front of others. The third is that the majority of students lack motivation willingness and initiation to practice speaking English while the lesson is on progress. These might be due to poor back-ground knowledge when they were in lower grade.

4.1.2. Teachers' responses on viewing the students' confidence and participation: Regarding students' confidence and participation, one of the teachers stated the seriousness of the problem in the following way:

The majorities of the students, especially, females do not have self-confidence in speaking English language and do not participate in speaking activities. The reasons are might be due to lack of basic language knowledge. For example, most students do not distinguish between parts of speech to construct meaningful sentences because they do not have good back-ground knowledge of grammar and vocabularies. As a result instead of committing mistakes and being laughed at, they restrict themselves from speaking due to fear of making mistakes which is the consequence of losing self-confidence

On similar issue, another teacher added that:

Most students do not have self-confidence. Only few of them seem to have self-confidence. Because, they afraid of making mistakes in expressing them-selves and their classmate might laugh at them. The main reasons why the students lose self-confidence are the following: Firstly, lack of basic speaking skills like greeting,

giving opinion, requesting, exchanging their ideas. Secondly, Lack of motivation in speaking skills. For example, whenever the students are given opportunities to select English as a major subject, they prefer Vernacular language and Civic and Ethical Education to English. Thirdly, poor back-ground is another reason for students' loss of self-confidence. What I observed from their saying is that they do not have good back-ground of speaking skills. As a result, their achievement is also not satisfactory except very few students'. Another reason is fear of making mistakes, although some students have some ideas, they do not want to say anything due to fear of make mistakes which resulted in being laughed at.

From the above discussion one can understand three important points. The first one is that students' poor back ground of the language knowledge affects their confidence in speaking English. The other is that students' lack of motivation hinders their ability to express themselves in English language. And the third problem is that lack of exposure to the language stacks their self-confidence at large. Classroom observation results much with the results found through student questionnaires and teachers' interview.

When one compares the responses of students and instructors, they share many common points: For example, lack of self-confidence and less participation. The majority of the students view themselves as they do not have self-confidence. The teachers' responses also approve the same thing. Secondly, the students in the questionnaire were asked, the degree of their participation in the speaking activities and the majority of the students replied that they rarely and not at all participate in those speaking activities. On the same points the teachers underlined that students' participation is very low in speaking English language. Generally, from the data one can conclude that most RTC English Department Second year students do not have self confidence in speaking English and very low participation which in turn may have contributions for factors that affect teaching speaking skills.

4.2. Analysis of data related to identifying and analyzing the factors that affect students' desire to speak in the language: The data obtained through students' questionnaire, teachers' interview and classroom observations were incorporated for triangulation of the finding as follows:

4.2.1. Students' responses concerning identifying and analyzing the factors that affect students' desire to speak in English language

Table 2: Students' responses concerning the extent to which the following factors affect speaking skills in the classroom

No	Item	Responses									
		Almost Always		Some times		Rarely		Not at all		Total	
		No	%	No	%	No	%	No	%	No	%
15	To what extent do the following points affect										

	your speaking skills in English classroom?										
15.1	Poor grammar Knowledge	50	50	40	40	5	5	5	5	100	100
15.2	Fear of making mistakes	45	45	45	45	5	5	5	5	100	100
15.3	Lack of practice in and out of the class room.	50	50	50	50	0	0	0	0	100	100
15.4	Teachers focus on knowledge than practice.	30	30	35	35	18	18	17	17	100	100
15.5	Teachers' Language Teaching Approach does not help to promote speaking skills.	38	38	42	42	10	10	10	10	100	100
15.6	Shortage of vocabularies	40	40	33	33	15	15	12	12	100	100
15.7	Lack of exposure	80	80	12	12	5	5	3	3	100	100
15.8	Poor background experience	42	42	38	38	10	10	10	10	100	100
15.9	Lack of motivation	67	67	23	23	8	8	2	2	100	100
15.10	Lack of self-confidence	70	70	20	20	5	5	5	5	100	100
15.11	Lack of risk-taking	50	50	35	35	10	10	5	5	100	100

From the above table (item 15), one can grasp three important points regarding factors that affect teaching speaking skills. The first one is that lack of exposure. This means, students did not get good exposure to practice speaking skills when they were in lower grades. Thus, exposure is one of the influencing factors that greatly affect students' speaking skills. Exposure includes: Lack of English speaking community in students' environment, poor back ground knowledge of grammar and vocabulary and basic speaking skills. The second point is pedagogical factors. Pedagogical factors refer to the methods and the strategies that teachers employ when they teach speaking skills (like the use of appropriate methods and approach). These factors also highly affect teaching speaking skills. The third important point about the factors that affect teaching speaking skills is that personality factors. The personality factors like lack of motivation, risk-taking and self-confidence highly affect teaching speaking skills.

To sum up, the exposure that students have outside school to practice speaking skills, the methods and approaches teachers employ in presenting speaking lesson and the students' personality factors affect teaching speaking skills.

The students were asked one open ended question in the questionnaire to list factors that affected their desire to speak in the English language .They were also asked to specify which of the factors were influential in affecting their performance. Finally they were asked for ways of overcoming factors that affect teaching speaking skills .The responses and the summary of the notes are dealt with in this section.

In the questionnaire students were asked to list factors that affect teaching speaking skills and their responses are summarized as below:

Accordingly, most students responded that, lack of practice speaking both in the class and outside the class, lack of motivation, lack of exposure, lack of interest from students' and teachers' side, fear of making mistakes affects their speaking skills. Similarly, lack of emphasis on speaking from teachers and students, inappropriate teaching methods (approach), lack of self-esteem or confidence, lack of enough materials to teach speaking skills has highly affected their speaking skills. They also specified the most influential factors that affect teaching speaking skills like lack of practice, motivation, self-confidence, and speaking materials are the major factors that affect teaching speaking skills.

4.2.2. Teachers' responses concerning identifying and analyzing the factors that affect students' desire to speak in the language:

Regarding the factors that exert negative impact on students' speaking performance, one of the teachers stated the following:

Lack of basic language knowledge, for example, knowledge of grammar impedes students' desire to speak in the language. One of the problem that underlined by the teacher is: When students came to our college they do not have basic language knowledge that enable them to communicate in the language. They do not use correct grammar and appropriate vocabulary in appropriate contexts. This lack of basic language knowledge may be come from: Students' Poor back-ground, lack of exposure, lack of practicing, fear of making mistakes. This occurs, for example, when the students, those who try to practice speaking make mistakes others will laugh at them. Motivation also affects students' speaking skills. This happens especially when students are unable to produce meaningful sentences.

On the similar issue, another teacher added that:

For me, the factors that affect students' desire to speak in the language are: Poor back-ground knowledge, Lack of experience, Lack of exposure, for example, students do not have chance to speak English outside of the class, fear of making mistakes, fear of falling exam, lack of motivation; most students do not believe in themselves; if they had motivation they would have spoken and used the language in a better way. Another factor is preserved support of English language teachers to help the learners; we all, English language teachers do not help the students as much as we could. We do not talk

to them in English language outside the classroom. We do not give them extra periods and provide them with speaking materials.

In general, from the above discussion one can conclude that, the most influential factors that affect students' desire to speak in the language are the following ones: The first one is lack of self-confidence. The students lack self-confidence due to lack of basic language knowledge, like incorrect use of grammar and vocabularies. The use of incorrect grammar and vocabularies may be the result of poor back-ground experience. Poor back-ground experience by itself may come from lack practicing speaking skills. This also may be the result of fear of making mistakes because when they make mistakes other students might laugh at them and this fear of being laughed at brings us back to lack of self-confidence. The problem forms a vicious circle. Therefore, lack of self-confidence can be the major factors that affect teaching speaking skills, and others are the causes for loss of self-confidence.

4.3. Analysis of how the factors influence the students' performance and why:

Concerning how the factors influence the students' performance and why, both students and teachers were asked open-ended questions and replied to the questions as follows.

4.3.1. Students' responses on how do the factors influence their performance and why: *The majorities of the students replied that, lack of practice; lack motivation, lack of Self-confidence, and lack of speaking materials are the most influential factors that exert the impact or influence on their performance. For example, regarding lack of Practice, they stated the following ideas. Starting from lower grades up to the higher institutions level we do not actively participate in speaking activities. Whenever our teachers provide us speaking activities we do not try them in English, rather we tend to use our mother tongue to express our ideas. We are not motivated in Speaking English language. It does not give us sense. Similarly, during English classes we are afraid of using the language because if we use the English language to convey our message we may commit errors, as a result students may laugh at us. This results in losing our self confidence. The other factor is lack of speaking materials like CD and Language laboratory. Materials are important in improving speaking skills, absence of them exerts the influence on our speaking skills. Generally these are the influential factors that influence our performance because they are very help full in improving our speaking skills.*

4.3.2. Teachers' responses on how do the factors influence the students' performance and why: *The most influential factors exert impact on students' performance are the following lack of: practice, motivation, self- confidence, and speaking materials. These factors are directly related to the students' speaking performance because they are central to teaching speaking skills.*

4.4. Analysis of the Data Related to What Teachers and Students Were Doing to Overcome the Challenges and Facilitate Conditions to Promote Speaking Skills

4.4.1. Students' responses on exploring what they are doing to overcome the challenges and facilitate conditions to promote speaking skills: In the data collected from students through open-ended items in the questionnaires, the students were asked to list what they were doing to facilitate conditions that promote speaking skills. The majorities of students replied that: They were practicing speaking English by attending ELIC (English Language Improvement Center) especially, English speaking club in the college. This helped them to minimize the problems to some extent.

4.4.2. Teachers' responses on exploring what they were doing to overcome the challenges and facilitate conditions to promote speaking skills:

Regarding techniques that teachers use to facilitate conditions that promote speaking skills one of the teachers in the interview indicated that:

I sometimes use pair and group discussion. However, when students are engaged in discussion, they tend to shift medium instruction to their mother tongue language and when I move around they attempt to speak in English. I also sometimes use memorized speech, role play and debate in a very rare case because they are time consuming techniques to apply in large class. I rush to complete the module or the text book to cover all the topics given in a semester.

On similar issue, another teacher added that:

I try to use pair and group discussion, role play, debate, storytelling and oral presentation. But, only few students dominate and most of them keep silent because, they cannot speak in the language; and even they change the medium from target language to their mother tongue language. In order to overcome the problems, I took the following actions: Firstly, once I show the model dialogues I make them create their own dialogues to practice speaking. Secondly, I make them practice speaking via greeting, introducing themselves and others and help them to improve basic speaking skills. Thirdly, I advise them to use English both outside the class and outside the college. Fourthly, I give chance to those students whose participation is very low and always keep silent in the classroom.

During the classroom observation the researcher found different results from what teachers and students replied. During the interview, the two teachers reported that they apply varies speaking activities in the classroom; however, the researcher, from classroom observation found that the teachers did not apply different techniques in teaching speaking skills. Rather the teachers gave awareness about theoretical aspects of Pair and group discussions, dialogue, introductions, and greetings. The students were not involved in speaking activities as much as they need to do because teachers did not provide sufficient opportunities for students to improve their speaking skills in classroom. On the whole, from the above discussions one can conclude that, both teachers and students did not exert sufficient effort to facilitate conditions that promote speaking skills.

5. Conclusion and Recommendations:

5.1. Conclusion: On the basis of the findings of the study, the researcher has drawn the following conclusions.

1. The result of the study suggested that students do not have self confidence in speaking skills.
2. The result also indicated that students were afraid of making mistakes in learning speaking skills in the classroom because they have poor back ground experience.
3. The study also suggested that the students have lack of basic language knowledge (grammars and vocabularies) in constructing meaningful utterances. They have also lack of basic speaking skills that impedes them to perform basic speaking skills greeting, making introductions, asking and answering questions and expressing their feelings and thoughts in the language.
4. The study further revealed that one of the main factors that affect teaching speaking skills is lack of motivation: The majorities of Students do not have desire to express their feelings in English language. Some teachers also do not encourage their students while they try to communicate in the language in asking and answering questions, expressing oneself in English language. The English language teachers also do not encourage their students to use English language outside the classroom for communication purpose.
5. The absence of supplementary speaking materials (books, audio-visual materials, and language laboratory equipments) is also one of the finding that affected teaching speaking skills because these materials are very important in making the speaking lesson practical and using the language in a better way.
6. The study also revealed English language teachers do not exert their maximum effort to overcome the challenges and facilitate conditions to promote speaking skills.

5.2. Recommendations: Based on the above conclusions, the following recommendations are forwarded.

1. The results of the study showed that the students did not seem to have self confidence in speaking skills. Hence, Students need to develop their self-confidence during speaking lesson.
2. Students should be aware of the role of making mistakes in learning speaking skills. Without committing mistakes fluency cannot be achieved; therefore, the students should keep in mind the value of making mistakes in learning speaking skills.
3. The study also suggested that students have lack of basic language knowledge and skills. Therefore, language teachers should assess and activate the basic language knowledge and skills before entering in to complex speaking tasks/exercises. In addition, the students should feel responsible for their own learning and have to build their knowledge of grammar and vocabulary. They may develop the knowledge of grammar by identifying the rules of the language and using them in grammatically

appropriate manner. Similarly, they should build their vocabulary knowledge by using the words in the correct context to enhance their speaking skills.

4. The absence of speaking materials (books, films (CD), language laboratory equipments) affects teaching speaking skills. Thus, the college should fulfill sufficient supplementary speaking materials for better improvement of students' speaking skills.
5. As it is apparent from the results of the study, though the instructors appeared to be aware of the factors that affect their students' speaking skills, they were not employing their maximum effort to overcome the challenges and facilitate conditions to promote students' speaking skills. Thus, it is recommended that English language teachers should employ their maximum effort to minimize the problems that affect teaching speaking skills by: motivating the students to speak in the language, providing the students with various opportunities of speaking skills, providing appropriate supplementary speaking materials, giving additional/tutorial classes the teachers may improve their students' speaking skills.
6. Finally, it is hoped that the result of this study encourages other researchers to conduct a research on the same or related issues; therefore, further research needs to be carried out in order to get a wider and deeper understanding of factors that affect teaching speaking skills in English classroom

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