



WOLKITE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

SCHOOL OF POST-GRADUATE STUDIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

POST GRADUATE PROGRAM (MA)

A Research Thesis on:

**Assessing learners' difficulties of using English for classroom interaction; in
The of grade 10 Students at Hulbareg Secondary School in focus.**

BY: Tamene Toma

Advisor: Mezemir Tekleab (PhD)

Co advisor: Fikremariam Yirgu (Ass.Prof).

Wolkite, Ethiopia

April , 2024

DECLARATION

By signing below, I confirm that the research presented is my original work. I have adhered to ethical standards throughout the research process, including data collection, analysis, and completion. All sources referenced in this research have been properly cited and acknowledged. I have taken great care to avoid any form of plagiarism. Requests for use of this research, whether through extended quotations or reproduction, must be approved by the librarians or by the authors themselves.

APPROVAL SHEET

School of Graduate studies

Wolkite university

Assessing learners' difficulties of using English for classroom interaction in the case of Silte Zone Hulbareg secondary school grade 10 students in focus.

Submitted by:

Name of student

Signature

Date

Approved by:

1. _____

Name of Major Advisor.

Signature.

Date _____

2. _____

Name of Co-Advisor

Signature.

Date

3. _____

Name of Chairman

Signature.

Date

4. _____

Name of Dean

Signature.

Date

ACKNOWLEDGMENT

First, I would like to thank Wolikte University for the invitation to conduct this study my major and co- advisor, Mezemir Tekleab (PhD) and Fikremariam Yirgu (Ass.Prof) for their genuine advice. Without the university's assistance in all aspects, it would have been difficult to complete the entire study. I am also grateful to the school principals, students, and teachers of Hulbarag who assisted me in gathering the required information. Additionally, I thanks may friends who contributed their ideas and support to the research process. Therefore, I am truly appreciative and grateful for their kindness and support.

ABSTRACT

The purpose of this study was to assess the difficulty of using English for classroom interaction in government schools in Hulbarag secondary and preparatory schools. Descriptive survey design was used in this study. Both grade 10 students. Both grade 10 students and English language teachers of the school participated in this study. A comprehensive sampling technique was used for the students, and a purposive sampling method was used for the teachers to collect the data. After selecting representative sample the genuine data were collected by questionnaire, classroom observation and focused group discussion. Each of research tools (questionnaires, observation, and focus group discussion served to gather data from different perspectives to substantive the findings. The questions were categorized into three thematic areas. Such as: What are the causes for learners' difficulties of using English for classroom interaction? To what limitations do the teachers' teaching affect Students' interaction using English in classroom?, and What are the strategies that can be used to overcome interaction problem through English? After collecting the data, the research was analyzed and the similar ideas from focus group discussion and observation were combined and presented in tabular formats. Based on the discussion of the results, the following points were generated: lack of extensive practice, inconsistent use of learning methodology, and direct translation from the target language to Amharic or other vernacular languages impede the learners' interactional role. The suggested solutions focused on permitting students to interact in the classroom using English, providing guidance and immediate feedback for the students, and solving problems that affect classroom interaction using English, such as increasing classroom participation, overcoming shyness, giving opportunities to engage in dialogue with their friends, minimizing translation when teaching, giving sufficient time to use English rather than focusing on grammar, trying to increase their word power, and supporting the students when they try to speak English. Finally, further research could explore the experiences of English language learners from different cultural backgrounds, to better understand how factors such Cultural norms, values and belief can influence their interactions in the classroom.

List of Tables

Table 1 Students difficulty of using English for classroom interaction.....	30
Table 2, Students difficulty of using English for classroom interaction.....	31
Table 3, Students difficulty of using English for classroom interaction.....	32
Table 4, The challenges of using English for classroom interaction when teachers teaching.....	34
Table 5, The challenges of using English for classroom interaction when teachers teaching.....	35
Table 6, The challenges of using English for classroom interaction when teachers teaching.....	36
Table 7, The challenges of using English for classroom interaction when teachers teaching.....	37
Table 8, Challenges to use English in class activities.....	38
Table 9, Challenges to use English in class activities.....	39
Table 10, Challenges to use English in class activities.....	40
Table 11, The difficulties of teaching English in case of low classroom interaction	41
Table 12, The difficulties of teaching English in case of low classroom interaction	43
Table 13, Interest and opportunities of using Target Language	45
Table 14, Interest and opportunities of using Target Language	47
Table 15, Interest and opportunities of using Target Language	48
Table 16, The mean of the response about Interactional interests, opportunities and factors of interaction	50
Table 17, The mean of the response about Interactional interests, opportunities and factors of interaction	51
Table 18, The mean of the response about Interactional interests, opportunities and factors of interaction	52
Table 19, The mean of the response about Interactional interests, opportunities and factors of interaction	53
Table 20, The mean of the response about Interactional interests, opportunities and factors of interaction	54
Table 21, The mean of the response about Interactional interests, opportunities and factors of interaction	55
Table 22, The mean of the response about Interactional interests, opportunities and factors of interaction	57
Table 23: The mean number of the students' previous practice was seen in the following table.	58
Table 24 Descriptive statistics on the attitude towards Student's difficulty of using English for classroom interaction.	60
Table 25. Descriptive statistics on the attitude towards teachers' difficulty of using English for classroom interaction.	62
Table 26: Reliability Statistics test for attitude towards teachers	63

Contents

CHAPTER ONE	1
1. INTRODUCTION.....	1
1.1 <i>Background of the Study</i>	1
1.2 <i>Statement of the Problem</i>	2
1.3 <i>Objective of the study</i>	4
1.3.1 General Objective of the Study	4
1.3.2 Specific Objectives	4
1.4 Research Questions	4
1.5 The significance of the study	4
1.6 Scope of the study	5
1.7 Limitation of the study.....	5
1.8 Definition of key terms.....	5
CHAPTER TWO	6
REVIEW OF RELATED LITERATURE.....	6
2.1 Introduction.....	6
2.1.1 Language and practice	6
2.1.2 Importance and Opportunities of Practice.....	7
2.1.3 Providing Hinders In Second Language Learning.....	8
2.1.4 Language Learning Strategies	9
2.1.5 Communication Strategies.....	10
2.1.6 Effects of Interactive Approach on Classroom.....	10
2.1.7 Learning through the Direct Involvement in Classroom.....	11
Interaction	11
2.1.8 Mother Tongue Interference.....	12
2.1.9 Foreign Language Anxiety.....	13

2.1.10 Teaching in Large Class	13
2.1.11 Factors of Time in Teaching.....	14
2.1.12 Student Related Factors	14
2.1.13 Teachers Related Factors.....	15
2.1.14 The Role of Teacher in Interactional Process.....	16
2.1.15 Individual Difference of Learning.....	17
2.1.16 Teachers' and Learners' Interaction	18
2.1.17 Students to Students Interaction	19
2.1.18 Students Frustration.....	19
2.1.19 Linguistic Factors	20
2.1.20 Motivation of Learning.....	22
2.1.21 Low Participation.....	23
CHAPTER THREE.....	25
3. Research Methodology	25
3.1 Introduction.....	25
3.2 Research Design.....	25
3.3 Research Setting	26
3.4 Participants of the Study	26
3.5 Sampling Techniques.....	26
3.6 Data Collecting Instruments	26
3.6.1 Questionnaires	27
3.6.2 Focused Group Discussion	27
3.6.3 Classroom Observation	27
3.7 Procedures of Data Collection.....	28
3.8 Methods of Data Analysis.....	28
3.9 Procedure of Data Analysis	28

CHAPTER FOUR.....	29
4. RESULTS AND DISCUSSIONS	29
4.1 Data Presentation and Analysis.....	29
4 1.1 Reasons for the learners' Difficulty of Using English for Classroom interaction	30
CHAPTER FIVE.....	64
5. Summary, Conclusion and Recommendation	64
5.1 Summary.....	64
5.2 Conclusion.....	64
5.3 Recommendations	66
References	67
Appendix 1	73
Appendix 2	75
APPENDIX 3	77
APPENDIX 4	80
APPENDIX 5	81

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

English is international Language. According to, Kahsayi (2016). English language is a foreign language for Ethiopian students. The majority of instructional tools, materials, and texts are written in English. In addition to this, it uses get new job or tour the country. In other words, it helps promotion in life both on a personal and professional level.

Classroom interaction using English is the quality of communication Allwright (1984). Learning to interact in English means learning to communicate in English. As result, learning English is only chance to Ethiopian students to practice English language. Interaction between teacher and students are important for communicative approach. Despite the use of English as the medium of instruction, many students encounter challenges in effective engaging in classroom discussions and interactions in classroom interactions using the target language. Their mother tongue interference may challenge them to use English in classroom. Teacher may extensively rely on Amharic as the primary language of instruction.

When the researcher saw the teaching methods and approaches of teachers', they be using grammar translation method (GMT) rather than Communicative Language teaching (CLT) method. As Savignon (1983) Communicative language teaching (CLT) method emphasis on the process of communication rather than master of language forms and structure. Although at present time language teaching approach in Ethiopia is CLT method, but many high school teachers often face difficulties in making good classroom interaction in English class, and sometimes the students may not have the chance to express their ideas or even to interact with each other. In accordance with Cohen (2007) Students' speaking skills inherited from their teachers. Teachers are role model for classroom interaction.

If teacher is good at speaking English students are also good. If there is an active participation of the students by using English means there is an active interaction with teachers. Some of

Ethiopian researchers conducted their researches based on classroom interaction using English. For example, Abraham (2021) conducted his study entitled assessing and Practice of classroom interaction using English. Despite his efforts to address the obstacles and complexities inherited in classroom interaction using English as a medium of instruction, challenges persist.

Generally, students should have enough language capacity in English as the language is the medium of instruction throughout all subjects in schools. Thus, this study assessing the learners' difficulties of using English for classroom interaction examines the pedagogy through which they learn to acquire the language.

1.2 Statement of the Problem

Today's language teachers mostly control much more data in several different areas of knowledge. According to Stern (2001) the challenges lies not only acquiring a vast amount of knowledge, but also in organizing and applying that knowledge effectively in practical situation. In other words, how teachers can use the knowledge of linguistics, psychology, sociology and pedagogy to help the students learn the language is an important point to be considered. Therefore, using various methodologies assists the students in order to develop confidence in using language for effective interaction in social contexts.

Different scholars like Richards (1986) Larsen-Free (1986) and other discussed in detail about methods like grammar translation, direct method, audio-lingual, silent way, suggestopedia, community language learning, total physical response and communicative language teaching. All these various methods have their own advantages and drawbacks.

The scholars like Richard and Rodgers (2001) also analyzed these methods in relation to goals, roles of teacher and students, the teaching-learning process, the nature of interaction, how language is viewed, and what areas of language emphasized. According to Kelly (1969) these methods were started in the history of language teaching and they have their own advantages and disadvantages. Especially grammar translation (GTM) is difficult to make classroom interaction using English, because it focused on accuracy, teaching vocabulary and translating target language to mother tongues. And it did not focus on overall skills of the language. So the main task for the English language innovation reflects the shift from grammar translation method (GTM) to communicative language teaching (CLT). In the student-centered class, students may

work alone, in pairs, or in groups Zohrabi (2012). It is the teacher's responsibility to organize the classroom as a setting for communication and communicative activities and teachers are instructor for classroom activities.

Many students at Hulbarag particularly grade 10 students are suffering a lot during the lesson due to the lack of language capacity. Also students have difficulty with the listening comprehension and expressing themselves through the target language. Furthermore, they are facing difficulties to understanding the academic and social interaction with teachers. Even though some of the students look good in structural aspect of language (grammar), they are still confronted with such difficulties in real communication context. Not only this, but also even to answer for simple question they shift the medium of instruction from English to Amharic or mother tongue. It may also some teachers translate the language from English to other languages in order to make clear for their learners.

Some local researchers conducted their researches regarding this problem, for instance Kedir (2017) conducted his study entitled, *Assessing Factors that Affect Teaching Speaking Skills* and Assefa (2000) conducted the study entitled *The Analysis of the Factors That Affect Ethiopian Grade 11 Students' Speaking Skills*. They focused students view towards the language and factors that affect performance, and more on global aspects that hinder students speaking respectively. But they have not said anything about another skills which can affect classroom interaction.

Unlike their objective which purely focus on students poor performance of the speaking skills and global trends that affect speaking, this study was concern on interaction that consists speaking and other skills like listening, writing and reading for the sake of communication and its objective that concerns on identifying reasons for the difficulties and factors that related with teaching techniques. So this study was bridge the gap that purely concerns on students view towards speaking and factors that affect classroom interaction as well as approaches of teaching for the difficulties of interaction. Hence, in this study, the researcher intended to investigate the problems of interaction through the medium of instruction at Hulbarag Secondary School, with Grade 10 Students in focus.

1.3 Objective of the study

1.3.1 General Objective of the Study

The aim of this study was assessing learners' difficulties of using English for classroom interaction.

1.3.2 Specific Objectives

The specific objectives of this study were to:

1. Identify factors that hinder students' interaction using English.
2. Identify challenges of teaching for classroom interaction using English.
3. Find out the solutions for challenges of using English for the challenges of using English for classroom interaction. .

1.4 Research Questions

1. What are the causes for learners' difficulties of using English for classroom interaction?
2. To what limitations do the teachers' teaching affect Students' interaction using English in classroom?
3. What are the strategies that can be used to overcome interaction problem through English?

1.5 The significance of the study

This study would make important contributions for both teachers and students who intend to understand the differences of interacting through target language. It also helps language learner in finding out whether the problems are due to factors such as the students' (lack of vocabulary, grammar pronunciation rules), lack of motivation for a Foreign language, or lack of training ; and the helps to forward suggestions to improve teaching and learning strategies in a way that learners can acquire the language more effectively. This study uses both teachers who teach English and students. This study also aims to come up with a good solution for the lack of interaction in the classroom using English.

1.6 Scope of the study

The study focused on assessing the difficulties faced by Grade 10 students at Hulbarag secondary and preparatory school in Silte Zone, Central Ethiopia, in using English for classroom interaction. The researcher selected this School for the study due to their familiarity with the school, having worked there for seven years. This choice of school ensured accessibility and convenience for data collection. The study limited to assessing learners' difficulties using English for classroom interaction.

1.7 Limitation of the study

This study was limited by several factors that affected the gathering of relevant information for the research findings. One limitation was the lack of awareness among the participants regarding the research topic. Another challenge was receiving irrelevant responses from some participants.

1.8 Definition of key terms

CLT - Communicative Language Teaching

MoE- Minister of Education

GTM- Grammar Translation Method

SNNPR-Southern Nation, Nationality and Peoples Region

TL - Target Language

SLA- Second Language Acquisition

IL- Inter Language

LAD - Language Acquisition Device

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of relevant literature that provides the theoretical foundation for the research. The literature review covers the key concepts, and theories, and previous studies related to the research topic.

2.1.1 Language and practice

The shaping of an individual's language proficiency largely depends on the frequency of his/her use of the language. It is through the forms of language practices that learners can have actual exposures on the use of language. According to Alkubaidi (2014) language classroom are vital venues for language practice. With the aid of the language teacher, learners undergo creative ways in developing language proficiency, thereby giving them opportunities to learn the language better. In this activity, the learners are introduced to the structure and form (pronunciation, tense, parts of speech etc.) of the target language. Through such an activity, they would also be able to know the lexical items of the target language and the rule governing them. Learners can also practice the use of language through various controlled activities. For example, learners are given the chance to use the language as they are put into a particular situation. The other controlled activities may be in the form of memorizing speeches, argumentation, taking and defending a stand, and reporting.

According to Brown (2001) language learning involves a gradual process of moving from controlled to automatic processing of language. While it is true that grammar lessons are valid students or learners should also be given opportunities to use the target language as often as possible. Generally, this means that exposing learners to controlled activity is one way of bringing them closer to target language.

2.1.2 Importance and Opportunities of Practice

As Krashen (1982) language learning should be based on the language practice. So practicing language needs a daily activity, because if Students practice a Language they can increase their language competency. Practice activities are essential to help learners try out new language, to aid retention and develop their communicative competence, or ability to communicate and be understood (Ellis, 2003). Learners may not have the opportunity (or the motivation!) to practice outside the classroom, making it even more vital that you provide sufficient practice in classroom. Useful language practice calls for a great number of activities that learners have to go through (Harmer, 2007). Practices lead to perfection and command on that language and exposure helps to use that language in different contexts, it helps to sharpen that knowledge. Apart from exposure and practices, home, parents, school, teacher, society, textbooks play crucial role in language learning.

According to McLaughlin (1987) the initial stage of learning involve the slow development of skills and the gradual elimination of errors as the learner attempts to automatic aspects of performance. Through practice, learners move toward the development of fluency in using the language. It is at this point that learners will be able to have an automatic control of their knowledge of the language. Wise language teacher provides ample opportunity for his learners to communicate in English. As stated Malley and Chamot (1990) enables a learner to store knowledge about language in his memory and the process ultimately results in automatic language comprehension and production. Thus, the more learners practice, learners would be able to monitor and analyze their own language.

They would also be challenged to work further toward accuracy. A learners ability to monitor and analyze his language is very important tool, in language practice. Language teachers should also give ample opportunities for classroom interaction. Thus, for the language learner, wherever, he/she may be, everything depends on practice.

This is probably the best strategy of attaining language proficiency. For the language teacher, if asked how to become part of the collective efforts of language teachers to continue to improve classroom practices, Brown (2001) explained that the options that the teacher exercises in the classroom will depend on his integrated understanding of the theoretical principles of language learning and teaching. After all, it is what language teaching and learning are all about.

Studies on teaching methods in Ethiopian secondary schools not only confirm the dominance of teacher centeredness where students were denied interactive language learning but they also point to the way in which this trend has been transmitted. Though the recent education and training policy of Ethiopia claims to be communicatively oriented, most teachers in Ethiopian secondary schools still seem to use the teacher-centered approach. As agreed Zakirman (2018) observed the dominance of the lecture method in which teachers are considered knowledge suppliers and students as passive recipients. This tendency reflected not only the teachers' experience in their own schools but also in the way they had been taught in the university. Therefore, what might come first to their mind when they are asked to teach could be the way they were taught? They tend to teach in the way they were taught, and the tendency of student teachers to reproduce their teachers' teaching style resulted in what is known as 'the teaching tradition' (Zakirman, 2018). This teaching tradition which does not allow innovation and interactions seems to have affected the quality of Education.

2.1.3 Providing Hinders In Second Language Learning

Learning a second Language is a complex brain activities that involves listening, speaking, reading and writing. According to Krashen (2008) you can learn a second language in one of two ways: You can acquire it, as a child does if he/she grows up hearing more than one language spoken consistently, or you can learn it, studying the language rules, structures and vocabulary.

Many factors affect the process of learning a second language, including self-confidence, age, exposure and the method of learning. In addition to this, the social context of learning, cultural beliefs about language, the status of the target language, and the process of language learning itself Aida (2000) argued for the importance of contextual factors in second language learning. Factors such as language (language distance, native language proficiency, and language attitude), learner (diverse needs and goals, role models, and support) and learning process (learning style, motivation and classroom interaction) need to be considered in language learning proficiency.

On the other hand, it has been widely held view that the level of proficiency attained in a foreign language is directly influenced by the amount of exposure the learners has to the target language in the formal instruction the students receive.

Some researchers have also pointed out to the importance of learners' belief system in understanding ways in which learners approach their language learning (Benson & Lor, 1999). Language learners possess a set of beliefs about the nature of language learning. These beliefs have the potential to influence both their experience and action of language learners. Benson & Lor (1999) states: if learners believe that the best way to learn a foreign language is to memorize its component parts, it seems likely that they will hold positive attitude towards vocabulary and grammar learning and they will be predisposed to adopt a range of strategies involving analysis, memorization and practice. If the learners believe that the best way to learn a foreign language is to absorb it in a natural context of use, it is likely that they will hold positive attitude towards communication with speakers of the language and that they will be predisposed to adopt a range of social and communication strategies (Benson and Lor,1999).

2.1.4 Language Learning Strategies

Language learning strategies have an important value for second language learners because they are means for activity and self-evaluation. These strategies can help to progresses and these communicating competences. In regard to the importance of language English language as a foreign language and based on the resent research which implicated that foreign language learners use less language learning strategies than second language learners to a current and comprehensive definition of learning strategies offered by (Oxford, 1999) the construct refers to specific actions, behaviors, steps, or techniques that students use to improve their own progress in developing skills in a second or foreign language.

According Rececca (1990) There are three types of language learning strategies such as, Meta cognitive strategy, which involved thinking about learning, cognitive strategy, which involved mental manipulation or transformation language or task and another is affective strategy which consisted of using social interactions to assist in the language comprehension. These strategies can facilitate the internalization, storage, retrieval, or use of the new language.

Learning strategies include any thoughts, behaviors, beliefs, or emotions that facilitate the acquisition, understanding, or later transfer of new knowledge and skills. These language learning strategies are used in order to get proficiency in English especially among English as foreign language (EFL) learners. Strategy training will be somewhat individualized, as different students prefer or need certain strategies for particular tasks. Strategy training will provide

students with a mechanism to evaluate their own progress and to evaluate the success of training and the value of the strategies in multiple tasks (Oxford, 1989).

There are several studies that have been consistent in their claims that language learning strategies and English learning are related (Liu, 2004). The pattern of strategy use has been significantly related to English proficiency (Nisbet, 2005). Accordingly, more strategies are used; the more likely English proficiency will increase. This indicates that learners with low language proficiency use insufficient strategies (Liu, 2004).

2.1.5 Communication Strategies

In the course of learning a second language, learners will frequently encounter communication problems caused by a lack of linguistic resources. Communication strategies are strategies that learners use to overcome these problems in order to convey their intended meaning. Strategies used may include paraphrasing, substitution, coining new words, switching to the first language, and asking for clarification. These strategies, with the exception of switching languages, are also used by native speakers.

According to Dornyei (1991) learners need some specific communication strategies such as “message adjustment or avoidance, paraphrasing, approximation appeal for help, asking for repetition, asking for clarification, interpretive summery, etc.” in order to function well in the informal everyday conversation. Language learning strategies can help students to improve their language competencies (Oxford, 1990)

2.1.6 Effects of Interactive Approach on Classroom

An interactive approach to learning a teaching in visual arts involves the intensified and meaningful exchange of information, thoughts, ideas, and feelings among all participants in a teaching process, which increases their inner interest, motivation and satisfaction, and stimulates an active, experiential, and problem solving learning. According to Krashen, (1982), is also examined and various kinds of analysis are used to classroom interaction, such as interaction analysis and discourse analysis.

According krashen, (1982) is also examined and various kinds of analysis are used to classroom interaction, such as interaction analysis and discourse analysis. Accordingly many problems are identified. Conventional class is severely criticized for many of its aspects: the rigidity of the

triadic interaction sequence of interaction, the lack of opportunity for collective negotiation of meaning, etc... Thus the teachers are called on to encourage similar interactions to those existing in the naturalistic environment. However, characteristics of Classroom interaction render this simple solution rather difficult to achieve effect, the classroom as a special learning setting is far more complicated.

The argumentative nature of research findings may be attributed to special problems, such as the hardship to distinguish and identify particular participation turns and to find an suitable changeable for the effect of interaction. It can be easily seen that the relationship between interaction and SLA is difficult to quantify, and it may be better not to quantify, since interaction is a difficult and dynamic process and embodies many variables. The unusual complexity of what happens in language classrooms makes it difficult to come to any simple directly conclusions except the familiar conclusion that more research is clearly necessary (Allwright & Bailey, 1991).

Actually the correlation of the amount of interaction with second language development may be vulnerable. Disregarding the quantitative relationship between interaction and SLA, these researches and their findings point to the importance of considering unobservable behavior such as listening, and non-verbal interaction as well as observable participation in classroom interaction in defining the relationship between the two. For classroom learners interaction is not the more the better, since they can take advantage of multiple learning opportunities presented by Classroom interaction.

2.1.7 Learning through the Direct Involvement in Classroom

Interaction.

Interaction in the classroom relates to making a dialogue between teachers and pupils, besides among the pupils, in which a good involvement and learning of the students becomes important. For those that are directly involved in interaction, their mere direct participation puts them at some advantage.

Allwright (1984) suggested the study of the notion of uptake, that is, the investigation of what individual learners claim to have learned from the interactive classroom events which have just preceded (Slimani, 1992). Here uptake is used to mean the existing in certain mental states

through the effect of interaction. Understanding may be bought in the inter-language (IL) methods and be acquired directly in the interaction process, or it requires be activating and confirming in various interactions to be finally acquired.

Acquisition is a step by step and continuous process rather than mere a result. Sometimes the active interacting may not be the largest users of the interaction process. In the classroom environment the learners learn not only from taking part in interaction but from listening to student talk, teacher talk, and teacher-student interaction. Through this process the learner can acquire input and increase his/her IL system indirectly.

2.1.8 Mother Tongue Interference

Mother tongue interrupts an easy of communication as students with no self-confidence to pay attention to use mother tongue instead of English. Many students from different places cannot pronounce many words correctly as English or as Foreign speaker will speak. So English as second language learners face difficulty that comes from their mother tongue interference. In specific term, referring to McCarthy (1990) states that no matter an L2 user knows its grammar without having various words to express a wide range of ideas, meaningful communication cannot be happen.

It is also believed that students of second language users depend on their mother tongue for how to communicate, how to think critically, and write as strategy in their learning activities (Cummins, 1992).

Citing scholars such as McLaughlin (1984) clarify the interference of first language in second language as that pupil who are native English language speakers may have difficulty in separating and pronouncing phonemes that are not there in their primary language to interact. They may also be puzzled by phonemes in their first in their mother tongue that conflict with English phonemes.

The researchers will attempt to give clarification from their experiences that some students face interaction challenges that comes from their mother tongue interference.

2.1.9 Foreign Language Anxiety

Foreign language anxiety is the feeling of tension, stress and fear associated with such foreign language contexts as speaking, listening and learning. It's a serious problem because it keeps you from achieving your language learning aims. There is question that fear influence L2 implementation most of us will have had the proficiency that in an anxiety-provoking climate our L2 knowledge often deteriorates:

We forget things that we otherwise know and also make silly mistakes. Indeed, most scholars would agree with Arnold & Browns (1999) conclusion that Anxiety is quite possibly the affective factor that most pervasively obstructs the learning process. So anxiety is serious problem to reach language proficiency.

2.1.10 Teaching in Large Class

Teachers often complain, not without reason about teaching large classes. It is true that teaching a large class is challenging as it is pedagogically unacceptable and psychologically irrelevant. These classes involves, most of the time, mixed abilities, language levels, motivation, needs, interests, and goals. Another problem is large classes refers to constraints of material and teacher-students ratio to manage the lesson properly. Large class size may vary from country to country. In Ethiopian context if the numbers of students are more than 70, it considered as large class size. So, it affect the achievement of the students Leithwood & Jantiz (2009) large class depends on teachers` opinion. This in turns depends on the size of class relative to other class in the school or district, the size of the class relative to the teachers` experiences and training and total work load (Gershenson & Langbein, 2015).

As Cooper & Robinson (2000) one of the most critical problems faced teachers of large class is that students feel isolated and are often anonymous to both teacher and to another. Students who perceive that they are anonymous often feel less personal responsibility, have decreased motivation to learn, and attend class less frequently (Cooper & Robinson, 2000).

According to Blatchford (2007) have reported that in smaller classes there were more frequent interactions between students and teachers. However, it is common to hear teachers complaining about the difficulties of associated with large classes. There is feeling that teaching in crowded class besides creating discomfort to teacher as well as to the students, teacher in particular may not be able to identify the level of students, give and correct assignments to especially class work

and home work during class hour, keep class discipline allot time to teach lesson and work accordingly, so on.

2.1.11 Factors of Time in Teaching

Time is a crucial thing to run teaching learning process on given period of the time. The constraints of the time influence the effective teaching-learning situation. There is no doubt that peer discussion in the language classroom is a time consuming activity. However, it may not time wasted. As Bartholomae(1980) point out, it is easier to teach students to as readers an editing procedure than it is to teach students as writers to write correctly at the point of transcription. Writing is time consuming activity, so it could take long time than reading. Hence, it complains to demonstrate peer assessment with in short period of time.

Time allotment is the amount of time given to the students to correct one an others work. In this regard, Bachman (1997) noticed time allotment is amount of time for individual tests for the parts, and for the entire test. Supporting this idea, Bachma (1990:122) says the amount of time allotted for the test performance. This indicates for the writing section the given time in the period for the writing task.

Like, peer assessment in writing can be affected by time. Because learners` in language section may have different practice to interact through oral and written skills, so their performance may be affected by different speed. Those finished first may wait for late. In this situation the given time may finished and no assessment could take place. So time related issue affects peer assessment in teaching speaking and writing.

2.1.12 Student Related Factors

Students who see that they are certain often sense less personal duty for learning, have decreased interest to learn, and attend class less constantly (Cooper & Robinson, 2000). Lack of self-confidence, lack of motivation and lack of enough knowledge can be seen as factors that affect students' interaction.

Participating in class discussions may be hard if someone has a fear of public speaking but these discussions are a great way for students to practice presenting their ideas to their peers. They don't have to stand in front of the class and they don't have a time limit; they can speak from the comfort of their own desk for as long as they feel comfortable. For example, students without

background knowledge could fear to give comment, suggestion or correction on the task which they imposed to assess their peer (Smith, (2002).

This stems from the negative perception of the teacher as merely knowledgeable person in the classroom. This perception supported by Rollino (2005), many students may need a significant amount of initial persuasion of the value of peer feedback, since they may not easily accept the idea that their peer qualified to act as substitutes for the teacher, and critique their writing. This indicates the ignorance of individual learners` creative thinking and giving great emphasis to the teacher correction.

Traditionally teacher seems merely the knowledgeable person, so every mistake and error could be corrected by the teacher. Eggen and Kauchax (1996:180) described teacher- centered approach as follows:

Teacher-centered instruction refers to academically focused, teacher- directed classroom using sequenced and structured materials. It refers to teaching activities where goals are clear to students, time allocated for instruction is sufficient and continuous, coverage of content is extensive, the performance of students is monitored, and feedback to the student is immediate and academically oriented. Moreover, the teacher plays a primary role in structuring content, explaining it, and using examples to increase students` understanding.

However, in active learning method the dominance of the teacher is limited in order to foster the students` participation on the self-learning practice. But students do not show self-learning practice in EFL classroom, because they fear making mistake or may doubt as the peer may not accept their assessment as it would be correct. In general the dominance of teacher-centered approach affects the students peer assessment practice at the same time it affect the active learning approach. Hence, the learners` poor participation in peer assessment affects the implementation of peer assessment.

2.1.13 Teachers Related Factors

There are two active agents involved in the process of teaching are the teachers and the students. While students are at the receiving end, the teachers are at the dispensing one, therefore they are the source of knowledge. So, the most important factor affecting teaching is the ability or potential of the teacher.

According to Graphy (2022) educational qualification is very essential for teachers. If the teachers don't have proper knowledge regarding the subject concerned, effective learning can never happen. Apart from an in-depth knowledge of the subject, the teacher should also be well-versed in all teaching methodologies.

Only then the teacher can deliver an education which can be accessed by students of different cognitive and social levels of development. Teacher's Knowledge over the subject matter: So teachers who are firmly rooted in their subject knowledge make clearer presentations and recognize students' difficulties readily. He/she should be able to undertake application-oriented teaching as well.

2.1.14 The Role of Teacher in Interactional Process

The teacher has the role to create a classroom environment. Students often mimic a teacher's actions. If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can either be positive or negative. The students sense the mood of the teacher; if the teacher is angry, they may react negatively hence the learning is impaired.

According to Breen & Candlin (1980), cited in Richards & Rodgers (1986), teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it.

Teachers have a significant role during delivering language in classroom. In contemporary language classroom teachers monitor students' activity having a friendly approach with students. Also they give sympathy feedback to the learners' error. Sometimes they can use innocuous statements to foster students' attempts. The role of instruction is not to tamper with the language itself, but to focus on the learners, providing students with plentiful access to comprehensible samples of the L2 and opportunities to use it for communication. As Krashen put it, the role of the teacher was to recreate in the classroom the conditions that had made L1A so successful, and to let the innate human capacity for (implicit) language learning or in his terms, the acquisition process, run its natural course.

Teachers need to understand students' cognitive learning strategies. In cognitive theory, language learning is viewed as the acquisition of a complex cognitive skill. In other words,

learning is a cognitive process, because it is thought to involve internal representations that regulate and guide performance (Keshavarz, 2011). Acquisition system and include procedures for selecting appropriate vocabulary, grammar according to McLaughlin (1987), these representations are based on the fanatical rules, and pragmatic features governing language use. As performance improves, there is constant restructuring as learners simplify, unify, and gain increasing control over their internal representations. McDonough (1981) argues that "the teacher's principal task is neither repetition nor recycling, but that of helping the student discover strategies for organizing his or her knowledge into meaningful units" (p. 73).

As Atkins (1996), research shows that teachers can positively influence students' understanding of lessons by asking questions, by giving students the chance to ask and answer questions, and more generally by promoting an atmosphere in which participation is encouraged. Learning is an active developmental process in which learners use their existing knowledge to make sense of the flow of new information. The relationships between teachers and learners determine the type of interaction characteristics of the classroom. Therefore, the types of language classrooms in different methods are characterized by different patterns of interaction as a result of the variation in teacher and learner roles in line with the expectations in the teaching-learning process.

2.1.15 Individual Difference of Learning

Working memory capacity can be varied from person to person. Different individuals have different talent, social interaction and intimacy one to another. In the interactionism behavior modification of input by negotiation, noticing of new language features, the provision of feedback and of prompts and opportunities for learners themselves to produce modified output. Hence, the interactionism idea helps to mix different ability group to share idea, to give feedback and show implicit or explicit error or mistake correction as stated (2013). Such collaboration assists the second language learners to reach ZPD. As Chomsky (2022) claimed that every child is equipped with an innate capacity, called Language Acquisition Device (an imaginary little box), which enable children to produce their language creatively. The knowledge that everyone generate from mind helps to share different learning practice.

Input is any sample of language exposure. Language learning cannot be occurred without significant or meaningful input. Students can possess cognitive mechanism to extract information

from the input. As per the individuals different talent they can share different talent during interaction. Those students draw various knowledge and skills from their surrounding helps to enhance students learning one from the other (Ellis, 1997). The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

2.1.16 Teachers' and Learners' Interaction

Student-teacher interaction is considered an important aspect for various reasons. Teachers who had a positive interaction with their students reported that their students were more involved and attentive in studies and had better attendance in the classroom. Teacher-student interaction has resulted in a positive classroom environment that affects the learning and growth of students positively.

If there is interaction between the teacher and students to share ideas, message and thought one to the other. It happens between the teacher and one learner or many other learners, that is to say a teacher takes a part in such interaction. He/she negotiates with his students the content of the course, asks questions, uses students' ideas, lectures, gives directions, criticizes or justifies student talk responses. On the other hand, the students will benefit by drawing on the experience of their teachers on how well to interact in the manner that is most effective.

Scrivener (2005: 85) made the following diagram to show clearly how the interaction happens between the teacher and the students

According to Harmer (2009) teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, i.e. teachers should provide an output that is comprehensible for the level of all the students. Secondly, the teachers must think about what they will say to their students, hence the teacher speech is as a resource for learners. Finally, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation.

Another form of interaction is student to student interaction. In this interaction there are wide chance students to practice in foreign language. Extensive practice will create good exposure for the students. Johnson (1995) supports that if learner-learner interaction is well structured and managed, then it can be an important factor of cognitive development, educational achievement of students and emerging social competencies. It can also develop the learners' capacities

through collaborative works. So, learners will establish social relationship through this kind of interaction, where the sense of learning community is promoted and isolation is reduced in the classroom.

The teachers', then must encourage such type of interaction between learners because it is the fastest and the best way, it makes learners active rather than passive participants.

2.1.17 Students to Students Interaction

There are many reasons student-to-student interactions bring only benefits. For example, Pair and group discussions can help students develop their communication skills. They work as a group to make presentations, brainstorm and communicate. More than just helping them with their communication skills, it also helps them respect others opinions, take turns when talking, listen to what each person says, and give input on the conversation. Johnson (1995) supports that if learner-learner interaction is well structured and managed, then it can be an important factor of cognitive development, educational achievement of students and emerging social competencies.

It can also develop the learners' capacities through collaborative works. So, learners will establish social relationship through this kind of interaction, where the sense of learning community is promoted and isolation is reduced in the classroom.

Naegle, P. (2002) adds also that talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned." The teachers' then must encourage such type of interaction between learners because it is the fastest and the best way, it makes learners active rather than passive participants.

2.1.18 Students Frustration

Students who perceive that they are anonymous often feel less personal responsibility for learning, have decreased motivation to learn, and attend class less frequently (Cooper & Robinson, 2000). Lack of self-confidence, lack of motivation and lack of enough knowledge can be seen as factors that affect students' interaction. For example, students without background knowledge could fear to give comment, suggestion or correction on the task which they imposed to assess their peer.

This is from the negative justification of the teacher as merely knowledgeable person in the classroom. This perception supported by Rollino (2005) many students may need a significant amount of initial persuasion of the value of peer feedback, since they may not easily accept the

idea that their peer qualified to act as substitutes for the teacher, and critique their interaction. This indicates the ignorance of individual learners' creative thinking and giving great emphasis to the teacher correction.

Traditionally teacher seems merely the knowledgeable person, so every mistake and error could be corrected by the teacher. Eggen and Kauchax (1996:180) described teacher-centered approach as follows:

Teacher-centered instruction refers to academically focused, teacher-directed classroom using sequenced and structured materials. It refers to teaching activities where goals are clear to students, time allocated for instruction is sufficient and continuous, coverage of content is extensive, the performance of students is monitored, and feedback to the student is immediate and academically oriented. Moreover, the teacher plays a primary role in structuring content, explaining it, and using examples to increase students' understanding.

However, in active learning method the dominance of the teacher is limited in order to foster the students' participation on the self-learning practice. But students do not show self-learning practice in EFL classroom, because they fear making mistake or may doubt as the peer may not accept their assessment as it would be correct. In general the dominance of teacher-centered approach affects the students peer assessment practice at the same time it affect the active learning approach. Hence, the learners' poor participation in peer assessment affects the implementation of peer assessment.

2.1.19 Linguistic Factors

Foreign language is a language that has no great exposure outside of the class to take enough exercise. Most students have little chance to exercise foreign language outside of the class. As a result students upset to know what is being told during classroom. Some of those linguistic tackles are vocabulary; pronunciation and grammar are the major problems to hinder the learners' effective interaction. Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students then, have to be able to use words and expressions accurately. According to Harmer (2001) the knowledge of the word classes also allows speakers to perform well formed utterances.

Another constraint of linguistic factor is lack correct pronunciation. Several students come to the higher institutions from different educational and family backgrounds. The practice which they developed during their high school impedes the absolute implementation of interaction during the class time. In addition to that lack of using appropriate instructional media has also negative impact while implementing classroom interaction. English language has been long considered by either native speakers or nonnative speakers as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English should practice pronunciation overall. They should be aware of the different sounds and their features and where they are made in one's mouth; they have also to be aware of where the words should be stressed, when to use raising intonation and when to use a falling one. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English. Redmond and Vrchota (2007: 104) argue that

“It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.”

However, if the pronunciation is not correct, the speakers then will not be understood and therefore accuracy is not achieved. Also the interference, of the first language influences the appropriate use of target language. Students interfere the first language knowingly or unknowing from their mother tongue culture to foreign language.

Furthermore, lack of communicative competence can also impede the classroom interaction. Communicative competence encompasses four pillars of communication. They are discourse competence, strategic competence, linguistic competence and socio-linguistic competence. Communicative strategies defined as” a systematic attempt by the learner to express or decode meaning in the target language, in situation where the appropriate systematic TL rules have not been formed. Cohen & Dumas 1983; cited in Torane 1983:63). According to Dornyei and Thurell (1994), learners need some specific communication strategies such as “message adjustment or avoidance, paraphrasing, approximation appeal for help, asking for repetition, asking for clarification, interpretive summery, etc.” in order to function well in the informal everyday conversation. Language learning strategies can help students to improve their language competencies (Oxford 1990a)

There are four communicative competencies each has certain features to communicate in authentic and school environments. In the following table features of each communicative competencies has been mentioned. (Adopted from: <https://www.learnalberta.ca/content/eslapb/images/communicative.jpg>)

Linguist Competency	Discourse competency	Strategic Competency	Socio-linguistic Competency
Understanding and using Vocabulary Language convention(grammar, punctuation, and spelling Syntax(e.g. Sentence structure	Understanding how ideas are connected through: Patterns of organization Cohesive and transitional devices	Understanding techniques to Overcome language gaps Plan and assess the effectiveness of communication Achieve conversational fluency Modify text for audience and purpose	Having awareness of Social rule of language (e.g. formality, politeness, directness Nonverbal behaviors Cultural references (e.g. idioms, expression, background knowledge)

2.1.20 Motivation of Learning

Motivation has vital role in second language learning. The students must be motivated to communicate with their peers as well as their teachers in the target language learning. Motivation come from communicative needs; communicative needs can be set up by choosing right teaching materials, which should be up-to-date, comprehensible and relevant to the learners' interest. Fantana (1985) points out that a class that is absorbed in its work will not want to cause trouble. Motivation is the second strongest predictor (after aptitude) of second language success.

There are different types of motivation to learn language.

1. **Integrative:** found in individuals who want are interested in the second language in order to integrate with and become a part of a target community/ culture. This motivation can be attained when one respect the others language and culture and also he or she is respected with the others.

If one has an intention to go somewhere to live or to work one should be motivated to learn the language because of integration with the target group of language. For example it is this orientation that underlines the motivation many English speaking Canadians have for learning French (Ellis, 1997).

2. **Instrumental:** found in individuals who want to get learn a second language with the objective of getting benefits from the second language skill. Learners' would be motivated to learn language to pass examination, to get better job or to get a place at University. To sum up this, students learn second language because it opens up educational and occupational opportunities (Ellis, 1997). The choice of learning strategies is strongly influenced by the nature of their motivation, cognitive style, and personality.

2.1.21 Low Participation

Participation plays very important role in language learning. As any skill, language has different skills that can be improved through practice and having good attitude to it. Low participation results students to develop emotional barriers that restrict opportunities students to practice. This problem refers to the amount of each students time of talking. Rivers (1968) claims that some personality factors can affect participation in a FL and teachers then should recognize them. There are some students who tend to be dominant and take almost the whole students' talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all along the course. Harmer (2001) suggests pouring out weak participators in groups and letting them work together. In such cases they will not hide behind the strong participators, and the teacher can achieve a high level of participation. Another factor that can create problem of participation is the classroom arrangement that may not help students to perform some speaking activities. Bowman et al. (1989) support the idea by saying that traditional classroom seating arrangements often work against you in your interactive teaching. Low participation is due to the ignorance of teachers' motivation too. If the teacher does not motivate his learners, the talkative ones also will show no interest. So, increasing and directing student motivation is one of the teachers' responsibilities.

Students possibility for learning, have decreased motivation to learn, and attend class less frequently (Cooper & Robinson, 2000). Lack of self-confidence, lack of motivation and lack of enough knowledge can be seen as factors that affect students' interaction. For example, students

without background knowledge could fear to give comment, suggestion or correction on the task which they imposed to assess their peer. This is from the negative justification of the teacher as merely knowledgeable person in the classroom. This perception supported by Rollino (2005) many students may need a significant agents who perceive that they are anonymous often feel less personal mount of initial persuasion of the value of peer feedback, since they may not easily accept the idea that their peer qualified to act as substitutes for the teacher, and critique their writing. This indicates the ignorance of individual learners` creative thinking and giving great emphasis to the teacher correction.

Traditionally teacher seems merely the knowledgeable person, so every mistake and error could be corrected by the teacher. Eggen and Kauchax (1996:180) described teacher- centered approach as follows:

Teacher-centered instruction refers to academically focused, teacher- directed classroom using sequenced and structured materials. It refers to teaching activities where goals are clear to students, time allocated for instruction is sufficient and continuous, coverage of content is extensive, the performance of students is monitored, and feedback to the student is immediate and academically oriented. Moreover, the teacher plays a primary role in structuring content, explaining it, and using examples to increase students' understanding.

However, in active learning method the dominance of the teacher is limited in order to foster the students' participation on the self-learning practice. But students do not show self-learning practice in EFL classroom, because they fear making mistake or may doubt as the peer may not accept their assessment as it would be correct. In general the dominance of teacher-centered approach affects the students peer assessment practice at the same time it affect the active learning approach. Hence, the learners' poor participation in peer work through interaction affects the implementation of group discussion.

CHAPTER THREE

3. Research Methodology

3.1 Introduction

In this chapter, the researcher discusses in detail the research design, research setting, participants of the study, sampling techniques, data collecting instruments (questionnaires, focus group discussion and classroom observations), procedures of data collection, methods of data analysis, and procedure of data analysis.

3.2 Research Design

"A descriptive survey research design was employed in this study. The study intended to assess the reason for the difficulty of using English for classroom interaction. This method spanned both qualitative and quantitative methods, which provided the ability to describe events in greater or less depth as needed, for example, questionnaires, focused group discussions, and classroom observations were used for engagement." This use to engage in quantitative statistics to organize information in meaningful ways (Philip, 2001). Therefore, this study aimed to respond the research questions in qualitative and quantitative way of data collecting technique. Hence, the mixed methods were applied in the research. Mixed-approach provides a broader perspective to the study as the qualitative data helped describe aspects the quantitative data cannot address (Creswell, 2003). Thus, the quantitative and qualitative research designs were used in the proposed study to describe and understand the current status of the participants of the study and it was help the researcher to collect valid data. Therefore, a questionnaire, which is a quantitative approach, focus group and observation which are qualitative approaches, were used to collect relevant data in this study.

3.3 Research Setting

This study was conducted in Silte Zone at Hulbarag Woreda, Hulbarag secondary and preparatory school. It is 190 km from Hulbarag to Addis Ababa.

3.4 Participants of the Study

The participants of the study were all grade 10 students and English teachers from Silte zone Hulbarag worad Hulbarag secondary and preparatory school. However, for the manageability of the study, 80 students were taken, and 6 English language teachers were involved as participants of the study.

3.5 Sampling Techniques

The participants of the study were grade 10 students. Forty-five male and 35 female students (a total of 80) were taken as well as 6 English language teachers from the school. To acquire genuine data from the participants the researcher employed purposive sampling technique for the teachers and comprehensive sampling technique used to gather data from the students. The purposive and comprehensive sampling techniques were used for the research inquiry for the purpose of rich information and in-depth understanding of the participants. The purpose in selecting the sample was to develop a deeper understanding of the phenomena being studied. Thus, participants of the study were the English teachers of Hulbarag Secondary and preparatory School. Hence, all of the English teachers from the school who teach English for Grade 10 were involved purposively as well as 20% of the students out of grade 10 students were selected in simple-random sampling technique. All the teachers were selected for the focus group discussion. From the students, 30 students were selected for the focused group discussion purposively. Therefore, the researcher used purposive and simple random sampling methods respectively to gather relevant data.

3.6 Data Collecting Instruments

The researcher used three data collecting tools for this study. Namely questionnaire, Focused group discussion and Classroom Observation.

3.6.1 Questionnaires

The objectives of this questionnaire were to gather information to understand the factors contributing to students' difficulties in using English for classroom interaction. Twenty-three non-standardized closed-ended questions were designed to collect data from both teachers and students. This questionnaire was used to answer research questions such as: what are the causes of learners' difficulties in using English for classroom interaction? - To what extent do teachers' teaching practice affect students' use of English in classroom interaction? A bipolar Likert scale was used to measure respondents' attitudes or opinions. The questionnaire was designed based on the objectives of the study. Finally, it was translated into Amharic to make it easy for different groups of respondents.

3.6.2 Focused Group Discussion

The objectives of focus group discussion are to identify the challenges that hinder effective interaction through the target language. So, focus group discussion was one of the tools to collect data from the participants of the study. When deciding upon this technique, it was considered that in depth interviews seek to understand depth issues as seen by the respondents (Patton, 1990). This is to say that the purpose of open-ended interview approach is to capture the points of view of other people. Both teachers and students were participated in focus group discussion. Six open ended questions were asked to identify the challenges that hinder effective interaction through target language. The focus group discussion was used to answer research questions like: What are the causes for learners' difficulties of using English for classroom interaction? and What are the strategies that can be used to overcome interaction problem through English? Within two months (April and June), two times focused group discussion was carried out. The discussion questions were prepared in English language, but they were translated into Amharic language to clarify them

3.6.3 Classroom Observation

Classroom observation was a valuable tool for assessing learners' difficulties using English for classroom interaction. According to Shin & and Crandall (2013) for making learning and teaching clearer classroom observation plays as great role. It gives teachers with productive critical feedback on teaching and learning process. The classroom observation was used to answer research questions such as: what are the causes for learners' difficulties of using English

for classroom interaction? The researcher used checklist to collect data during English lessons carried out for at least four weeks. In classroom observation the researcher tried to gather firsthand information. Triangulation method was used to check the validity and reliability of the data.

3.7 Procedures of Data Collection

To get procedures. Hence, each data gathering technique was used to collect data from the participants. First, the questionnaires were distributed both for teachers and students. Next, the researcher held classroom observation during English class. Classroom observation gave good insight into the nature of classroom conditions. Based on the observation checklist, the researcher thoroughly observed real classroom situation. Finally, within two months (April and June), the researcher observed students' activities. Then, focus group discussions were conducted with teachers and students concerning the problematic data. The researcher followed careful consideration of classroom interaction using English.

3.8 Methods of Data Analysis

The data which was collected through different instruments was logically presented in the form of tables. The data from different instruments were logically present in form of tables. The researcher analyzed quantitative data in the form of percentage and frequency. The researcher analyzed qualitative data using description of the respondents. The final research report was produced from the data through classification and categorization.

3.9 Procedure of Data Analysis

Data collected through classroom observation, questionnaire, and focus group discussion were analyzed both qualitatively and quantitatively. Quantitative data analysis method was used to analyze quantitative data, information dealing with numbers and anything that is measurable. On the other hand, qualitative data analysis involves analysis of data such as interview by using words to explain or describe it. In the context of this study data was gathered through close ended type of instruments was analyzed by using quantitative data analyzing methods such as percentage and frequency. Data that were gathered through open-ended instruments were analyzed qualitatively by transcribing and summarizing the words of the respondents. The

analysis and interpretation focused on context, intention, and process. The purpose of this was to ensure a valid interpretation of the data obtained in the field and literature review for the study (Boaduo, 2006)

CHAPTER FOUR

4. RESULTS AND DISCUSSIONS

This chapter deals with the analysis and interpretation of the results of the study. To do this, data collected from the respondents are integrated. The data collected from the students and teachers through different tools were put in themes and analyzed in line with the objectives the study. To make it in theme similar ideas were collected together in table and categorized in group.

4.1 Data Presentation and Analysis

In the following section data which from the informants through questionnaire, focused group discussion and classroom observation were analyzed systematically. Both quantitative and qualitative methods were used in analyses the response of the informants. Data that are gathered from classroom observation and focus group discussion are integrated with questionnaire.

Table 1, Teachers' Demographic Information

Qualification	No	Male	Female	Total
Degree	4	4	-	6
MA.	2	2	-	2

As it is seen in the above Table most of the teachers in the school qualified enough for teaching. As their profile indicates us the teachers are qualified enough for the study level. In accordance with the new curriculum of the education, they are able to teach the students.

4 1.1 Reasons for the learners' Difficulty of Using English for Classroom interaction

This section mainly discusses students' and teachers' responses that they reported as reason for the students' difficulty of using English for classroom interaction. Accordingly, the respondents' perception on linguistic aspects, classroom activities and students motivations are used as checkpoints.

Table 1 Students difficulty of using English for classroom interaction

Our English teacher often helps us to speak through English				
Item 1	Frequenc y	Perce nt	Valid percent	Cumulative Percent
strongly disagree	2	2.5	2.5	2.5
Disagree	5	6.3	6.3	8.8
Undecided	8	10.0	10.0	18.8
Agreed	30	37.5	37.5	56.3
strongly agreed	35	43.8	43.8	100.0
Total	80	100.0	100.0	

In the above Table, item 1 shows that 43.8% of the students strongly agreed and 37.5% agreed that the teachers support or help to use English in the classroom. However, they worried about poor practice of interaction by using English in classroom. Students face various challenges when learning English as Foreign language. These challenges include difficulties in speaking learning the language fluently. Not only this, but also students did not try to improve their

speaking skills due to lack of motivation, self - confidence, fear, hesitation, and limited vocabulary.

The focus group discussion result asserts that there is less practice while they accomplish the given task in English classroom. Even though the teacher encouraged the students attempt to speak through English, their participation is inefficient to interact through English. One of the participants forwarded his idea as follow:

“We want to practice speaking English during class discussion, but we cannot interact through English due to lack of sufficient vocabulary.”

Another student supported this idea by stating the following assumption.

“As I think the major problem to interact through English is lack of extensive practice in English. For example most of the class lesson is dominated by following the teachers’ presentation. So, we have little chance to work together though we have knowledge about grammar and structural aspects.”

This finding assured that interaction and working together give good opportunity to enhance skills to communicate effectively in academic area as well as any social contexts.

In general speaking, there were no problem in the side of teachers as they encouraged speaking in classroom using English. Despite the teachers’ effort, students despair to attempt how to interact with their classmates.

Table 2, Students difficulty of using English for classroom interaction

Do you interact through English in your classroom				
Item 2	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	30	37.5	37.5	100.0
Disagreed	25	31.5	31.5	62.5
Undecided	14	17.5	17.5	31.3
Agreed	8	10.0	10.9	13.8
strongly agreed	3	3.8	3.8	3.8

Total	80	100.0	100.0	
-------	----	-------	-------	--

Similarly in the Table 3 36.3% of the students assured the thought that they strongly disagreed to use English during class interaction. 63% of the students gave response that they were disagreed to interact in classroom. The observation result realized that students showed less participation to use English during the class work. Even though the teacher encouraged the students to react in English, they frustrated applying it in discussion. Besides, they feared their classmate while they were discussing the lesson in group work. The researcher asserted that the students were silent when the teachers monitor their activity. In Ethiopian Context the main way students have been expected to learn English by using it as a medium of instruction. Nevertheless, the direct translation from English to Amharic and use of mother tongue affected their extensive practice of using English for classroom interaction. Students were accustomed with translation in every tip of the lesson. As a result, they developed sense of dependency in teachers' direct translation. Moreover, Biswas (2015) confirms that less practice is main challenge to reduce interaction skill. Foreign language has opportunity to exercise in classroom. If students do not use the ample opportunity they become inefficient in interaction.

The main problem of students' interaction is inhibition of once motive when they get opportunity to interact each other. The first problem that the students often encounter is inhibition. When students try to interact through foreign language in the classroom they are often inhibited. They worried about making mistakes, fearful of criticism or losing face. They were shy of the attention that their speech attracts. Littlewood (2007) asserts that a foreign language classroom can create inhibitions and anxiety easily.

Table 3, Students difficulty of using English for classroom interaction

We use English when we do pair or individual work				
Item 3	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	29	36.3	36.3	100.0
Disagreed	19	23.8	23.8	63.8
undecided	12	15.0	15.0	40.0
Agreed	12	15.0	15.0	25.0
strongly agreed	8	10.0	10.0	10.0
Total	80	100.0	100.0	

The table 3 shows that 36.3% strongly agreed and 23.8% disagreed that the Students didn't use English during pair or individual work. This implies that they did not use English for classroom interaction. Using the pair or individual work technique was effective and supported each other in learning, which is a good situation for students' competence. When students work in pairs, they can share ideas and support each other in learning together. However, the students in this class became silent in classroom during various activities. Using mother tongue in English class hinder their opportunities to practice and improve their English language skills. In addition to this constantly using mother tongue in class limited students' exposure to classroom interaction, delaying their ability to think and to community fluently in the language.

In the time of classroom observation the researcher noticed that most of the students didn't use English in their pair or individual work. They used their mother tongue as a medium of instructions because of shyness and lack of confidence.

During the focus group discussion, the researcher learned that there was no pair or individual work using English in class. Some of participants said, "we didn't use English in pair or individually when the teacher gave us activities to discuss ; we used our mother tongue rather than English."

In general, most of the students in this class used their mother tongue rather than English, which resulted in them not using English in their classroom.

DESCRIPTIVE ANALYSIS ON THE ATTITUDE TOWARDS TEACHERS RESPONSES FOR DIFFICULTY OF USING ENGLISH FOR CLASSROOM INTERACTION

Table 4, The challenges of using English for classroom interaction when teachers teaching

We help students to speak whole section doing activities				
Item 4	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagreed	1	16.7	16.7	16.7
Disagreed	0	0	0	0
Undecided	1	16.7	16.7	33.3
Agreed	1	16.7	16.7	50.0
strongly agreed	3	50.0	50.0	100.0
Total	6	100.0	100.0	

The above Table item 4 shows that 50% of the teachers strongly agreed that helping their students. So, the teachers' response revealed that teachers assist their students to interact through English during the classroom lesson. However, they worried about poor practice of interaction by using English.

During focus group discussion some of the teachers raise the points as follow:

“I always begin my lesson by using English for my class, but as a moment I worry about lack of their understanding what I am saying.”

This shows that teachers became influenced to use Amharic or other languages to simplify the lesson. Overuse of Amharic in English class discharge students from fully engaging with the English language, hindered their language development. And switching between Amharic and English leded them to language production and comprehension, affected language fluency and accuracy.

The results of the study showed that using Amharic affect students' English because they focused on Amharic in English class. This resulted in them lost of confidence to use English.

Table 5, The challenges of using English for classroom interaction when teachers teaching Our students speak English in classroom

Item 5	Frequenc y	Perce nt	Valid Percent	Cumulative Percent
strongly disagreed	3	50.0	50.0	100.0
Disagreed	2.	33.3	33.3	50
Undecided	0	0	0	0
Agreed	1	16.7	16.7	16.7
strongly agreed	0	0	0	0
Total	6	100.0	100.0	

In the Table, 50% of the teachers as shows strongly disagreed and 33.3 disagreed that the Students could not speak English in the classroom, indicating a serious problem. They were not familiar with speaking because they were not familiar with speaking English. They lacked confidence in speaking English due to a fear or making mistake or feeling embarrassed. The ability to speak a language involves knowledge of language, discourse, and communication competence. Learning to speak English involves enhancing the ability to use these components

in order to produce spoken language fluently and accurately. However, our Students cannot speak English fluently and accurately.

In the time of focus group discussion, the teachers suggested that their students cannot speak English. Their heartbeats increase even when the teacher asks their name due to a lack of confidence.

Basically, there are several challenges that students faced when speaking English in classroom. Some of these challenges include: English has many sound and pronunciation variations that may be difficult for non-native speakers. This lead to misunderstanding and difficulties in effective communication in the classroom. Building a strong English vocabulary also challenging, especially when English is not students' firstly language.

Table 6, The challenges of using English for classroom interaction when teachers teaching They interact through English in classroom

Item 6	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagreed	3	50.0	50.0	100.0
Disagreed	2	33.	33.3	50.0
Undecided	1	16.7	16.7	16.7
Agreed	0	0	0	0
strongly agreed	0	0	0	0
Total	6	100.0	100.0	

The above Table item 6 shows that 50 % strongly disagreed and 33.3 % of the teachers disagreed that most of the students didn't interact in the classroom using English because they may make a mistake when speaking even the teachers help them. Not only this, but also they have no exposure to using English. According to Seed House and Jenks (2015), the language classroom is a place where aspects of language are learned through much more practice. However, the students were dependent only on the teachers for what he or she taught them, and did not respond even a simple when teachers ask them.

During focus group discussion, the teachers raised that some of points that the Students did not interact using English in the classroom. They said that we were challenged in class, so we tried to make collaboration between the Students to share their feelings with one another, but it was so difficult to change their habit.

In general, there were several factors that contribute to students not interacting in English. It related to language barriers that was lack of confidence in speaking English not being exposed to enough English speaking environment, lack of practice opportunities.

Table 7, The challenges of using English for classroom interaction when teachers teaching They use English in pair or individually

Item 7	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagreed	3	50.0	50.0	100.0
Disagreed	2	33.3	33.3	50.0
Undecided	1	16.7	16.7	16.7
Agreed	0	0	0	0
Strongly agreed	0	0	0	0
Total	6	100.0	100.0	

The above Table items 7 indicate that 50% of students didn't use English in pair or individual work. According to, Brown, H. D. (2001) pair or work may allow students to be more independent, because they are encouraged to teach others and also to learn from others. In other hand, in teacher fronted situation, students may be more dependent because teacher is doing most of talking. Furthermore, group or individual work maximize the benefits for students using English for classroom interaction. Pair or individual work is very important, but students didn't use it in classroom. students face various difficulties when using English in pair or individually.

In focus group and classroom observation result state that there is no enough pair or individual work. Although the teachers motivate them, but their involvement is not good. One of the respondent said his idea as follow : " we want to do pair or individual work in classroom during

dialogue or presentation, but we cannot do it because we haven't background knowledge of English.

In generally, English is often taught as a second language in Ethiopia, and students may not have sufficient exposure to language outside the classroom. This can make it challenging for them to practice and improve their English proficiency. So the students should give more attention in speaking to enhance their ability.

Table 8, Challenges to use English in class activities

Lack of vocabulary knowledge affect effective interaction				
Item 8	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	6	7.5	7.5	7.5
Disagree	11	13.8	13.8	21.3
Undecided	13	16.3	16.3	37.5
Agreed	19	23.8	23.8	61.3
strongly agreed	31	38.8	38.8	100.0
Total	80	100.0	100.0	

The above Table itemized 8 shows that 100% strongly agreed and 61.3% agreed that lack of vocabulary knowledge affect effective interaction. When students began to communicate by using English lack of sufficient knowledge of vocabulary hindered students tho conveying their thought to another group of students. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. The absence of a robust vocabulary does indeed present a significant obstacle to effective classroom interaction. Students may struggle to convey their thought clearly, hindering the learning process and effective interaction. This indicates students do not have sufficient vocabulary knowledge due to lack of extensive practice. Responses from focus group discussion and classroom observation supports this claim. For instance, one of the participants from FGD said that students use local language in the classroom. “Even if we

appreciate, they try to start English language and directly switch to the local language because of lack of vocabulary.

In generally, having as limited vocabulary can indeed affect effective classroom interaction using English. A rich vocabulary allows individuals to express themselves more clearly and precisely enabling to them to convey their thought and ideas more effectively. Without a wide range of words at their disposal, leading to misunderstanding or misinterpretations in communication. Expanding one's vocabulary thoughts reading, learning new words, and practicing using them in context help improve communication skills.

Table 9, Challenges to use English in class activities

I prefer to be silent during discussion because I fear making mistake				
Item 9	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagreed	5	6.3	6.3	6.3
Disagreed	13	16.3	16.3	22.5
Undecided	16	20.0	20.0	42.5
Agreed	20	25.0	25.0	67.5
strongly agreed	26	32.5	32.5	100.0
Total	80	100.0	100.0	

In the above Table, item 9 expresses that students used local language when they were given pair work, group work and became silent etc. Based on the teacher's response there were similarities with students' response. Regarding the use of target language for classroom activities, like group work, pair work, etc., 32.5% of the students strongly agreed that they were silent in the class and 50 % of teachers revealed that students were impeded from interacting through English due to lack of sufficient vocabulary knowledge. Linguistic abilities also

contribute to students' silence (Zhang & Li, 2014) This includes students' vocabulary, grammar accuracy ,comprehension, listening ability, and the ability to translate above table students became silent in English class. Some common reasons my include us follow: Lack of confidence : Students may feel unsure about their English language skills and Lack of confidence to participate in class discussion or activities. The other, Fear of judgment, students are afraid of making mistake in front of their peers. Because English is not the students' first language, making it challenging for them to communicate in the classroom.

The focus group discussion result assert that most of the students became silent. One of participants forwarded her idea as follow.

"We students keep our silence in English classroom because, we are introverted or shy, which make difficult for us to speak up or interact in classroom.

In generally, be silent in classroom is most challenging to share ideas or to interact with other using English.

Table 10, Challenges to use English in class activities

Our teacher translate difficult word into Amharic				
Item 10	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagreed	2	2.5	2.5	2.5
Disagreed	13	16.3	16.3	18.8
Undecided	18	22.5	22.5	41.3
Agreed	19	23.8	23.8	65.0
strongly agreed	28	35.0	35.0	100.0
Total	80	100.0	100.0	

Also another challenge that impedes effective interaction is fear of making mistake and widely practiced translation from target language to Amharic. Item 10 and 12 states one of the challenge both literary and interpret

that affect using English for classroom interaction is language translation. From the respondents 35% of students and 83.3 % teachers strongly agreed that teachers translate the lesson from the target language to Amharic or mother tongue. This practice challenged the students to become dependent on the teacher. That means in every section after the teacher introduce the days lesson they expect the translation to understand the lesson. The respondent continued, “When researcher check group works almost all of the students use local language. What we observed in classroom was that the sitting arrangement in the classroom was convenient enough to allow students discussion and idea sharing through the target language, but the big challenge was that the students perform the activities in Amharic. According to Gee (2005), the theory of language learning has meaning only in and through social practice. Language is connected to the idea of communication, and Gee stated that by using pair works and group works in our class we can help our students see that language usage is more than the sum of its grammatical and collection parts, it is effectively connecting with others in order to establish yourself as a unique and valuable member of the community, in this case the classroom community helps effective interaction to take place.

Table 11, The difficulties of teaching English in case of low classroom interaction

They prefer to be silent during discussion because they fear making Mistake				
Item 11	Frequency	Perce nt	Valid Percent	Cumulative Percent
Strongly disagreed	0	0	0	0
disagreed	1	16.7	16.7	16.7
undecided	0	0	0	0
Agreed	2	33.3	33.3	50.0
strongly agreed	3	50.0	50.0	100.0

Total	6	100. 0	100.0	
-------	---	-----------	-------	--

The above Table shows that 50% of the teachers strongly agreed and 33.3% of the teachers agreed that their students prefer to be silent during discussion. This habit prevented them from interacting in the classroom using English. As Black (2004), he offers an alternative view of the differences in participation patterns, distinguishing productive and unproductive interactions. Productive interactions students share his/her ideas. However, in non-productive interaction students became silent and teachers do everything in classroom. So the students in this class were nonproductive because they did not share ideas with one another there were reasons why students afraid to make mistake in English class. Students were worry that making mistake in front of the class would make them look unintelligent or incompetent, want to avoid feeling embarrassed. Many students want to demonstrate their English proficiency and self-conscious about making errors that could undermined that that perception.

English classe, especially for non-native speakers, can feel high -stakes. There were pressure from teachers, parents, or the students themselves to excel and avoid mistake. Some students were simply lack confidence in their English skills and are worried about not meeting their own or others' expectations.

During focus group discussion, teachers were worried about their students 'future in English. They said that we English teachers were wasting our energy because the students were listeners rather than speakers.

In generally, students faced challenges in speaking English because of lack of regular practice in speaking English can lead to limited fluency and confidence when communicating in the Language. In addition, limited opportunity for real-life environments can restricted Students' abilities to develop conventional skills.

Table 12, The difficulties of teaching English in case of low classroom interaction

We translate difficult words into Amharic when we teach				
Item 12	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagreed	0	0	0	0
disagreed	0	0	0	0
undecided	0	0	0	0
agreed	1	16.7	16.7	16.7
Strongly agreed	5	83.3	83.3	83.3
Total	6	100.0	100.0	

In the above Table item 12, 83.3 % of the teachers strongly agreed that they translated difficult words into Amharic or other Local language when teaching. This is another reason is that the use of mother- tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

The focus group discussion asserts that students use Amharic or other language to ask question and give suggestion. Some of the informants reveal their idea as follow:

Complete use of local language in classroom discussion affects the students' interaction while asking questions as well as answering instead of trying their best through English language is the worst situation which affects the English language use for classroom interaction.”

As it is, some another challenges that hurdle students' interaction by using English suchas: fear of making mistake. Item 9 and 11 result shows that 100 % of students reveal they fear making mistake. The teachers' response assures that students abstain to interact with peer and the

teachers because they fear making mistake and groups laugh. 100 % of teachers' response depicts that students fear making mistake when they speak English in the class. It is familiar in most of the secondary schools students abstain to interact with teachers and groups. The origin for the problem is low or uneven participation in the previous level of the student. Also students developed the sense of dependence on the teacher to understand the context clearly.

Park and Lee (2005) also examined the relationships between L2 learners' anxiety, self-confidence and oral performance. They reached a conclusion that self-confidence affected significantly on foreign learners' oral performance. They stated that if the learners were more confident, they would have better oral performance.

FGD asserts that students are reluctant to interact through English. One of the FGD participant said that our greatest problem is lack of self-confidence to communicate by using English. Even if we know the concept of the content, we quandary to reply by using the target language. Also lack of extensive practice is the main cause for our quandary.

This indicates that students and interact in the classroom. One of the most important features of a language classroom, however, is that the lesson is an arena of human interaction with different personalities, motives, and expectations at play. Rivers (1987) claimed, in order to achieve an interactive atmosphere, we need an ambiance and relations among individuals that promote a desire for interaction.

Generally, influence of mother tongue and direct translation of English to Amharic impede students to have opportunity to practice in the target language frequently. So, those impacts hinder students to use English in classroom interaction. The observation session gave clue that students were not practice using English as a medium of instruction for their entire class routines. We have noticed that students who interact and speak in the classroom achieve better in oral expression in most cases than those who always keep silent. However, lack of pervious practice and low motivation of classroom participation hurdle to apply this skill in every classroom situation. Reception-based theory, according to Johnson (1995), is related to the input hypothesis, which holds that the input should be comprehensible to learners for a better acquisition since the latter happens when learners understand input that contains well-formed structures and which can meet their current level. Productive-based theory relates to the output hypothesis that holds that learners should get opportunities to produce the language if they want

to be fluent or like native speakers. Although using English for interaction has various advantages, its implementation is scarcely applicable in real situation.

Interest of the students to use English for classroom Interaction

Allwright (1984) states that it is important to keep learners active in the classroom, which means reducing the amount of teacher talk in the classroom and increasing the learners' talk time. Naturally, they talked to each other through pairs or groups where each learner gets their time to talk. Teachers usually seek to move on from getting learners talking to each other to the more complex problems of getting them communicating, and that is the result of what is called the communicative approach. In line with this, the participants of the study gave the following response concerning to their interest and the way of implementation.

Teacher did not use the target language to results show us in the

Table 13, Interest and opportunities of using Target Language

We were happy to speak English when we work in group or the teacher teaches us				
Item 13	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	6	7.5	7.5	100
Disagree	9	11.3	11.3	18.5
Undecided	17	21.3	21.3	40.0
Agree	20	25.0	25.0	65.9
strongly agree	28	35.0	35.0	100
Total	80	100.0	100.0	

The numbers in table 13 reflect that a high percentage of students, 25% and 35% respectively, express a desire to communicate in English to participate in classroom activities. However, the lack of exposure or opportunities to use English for discussions within the classroom setting appears to hinder their ability to effectively convey their ideas to their peers. This highlights a gap between students' interest in using English and their practical application of the language due

to limited exposure or practice opportunities. Additionally, students faced challenges in expressing themselves and participating in classroom discussion. The biggest problem faced in this class is pronunciation, because English is different from their mother tongue. It is difficult to understand English spoken by a non-native English speaker. Not only this, but also the students in this class also find grammar complex and difficult. They recount the many hours spent in the classroom learning reciting grammatical rules and vocabulary rather than speaking, even if they are interested in speaking.

The researchers understand the concern raised by the students in the focus group discussion. "Lack of exposure to English outside the school environment within the school can be a significant challenge for language speaking.

When the researcher observed the real situation of the students in the classroom, the students were happy to speak English. However, some of them were silent, others tired to speak a little bit but immediately shifted to their mother tongue or Amharic. Because of there were several reasons why students shifted to their mother tongue or Amharic after attempting to speak English in the classroom. Students were afraid of making errors in English and feel embarrassed when they made in front of their peers or teacher. This fear of failure led them to revert back to their native language where they feel more comfortable and confident. In addition, the students did not have enough opportunities to practice speaking English in a supportive environment, they were struggle to maintain the language and resort to their native tongue as a default mode of communication.

Finally, there were several reasons why students have interest or motivation to speak English in the classroom, but they still do not actively do so. Here are some common reasons that students feel self-conscious about their English proficiency or afraid of making mistake in front of their peers. Students were hesitant to speak English due to a fear of being judged or criticized by their peers or the teacher.

Table 14, Interest and opportunities of using Target Language

We use only English when we ask and are being asked question				
Item 14	Frequenc y	Percent	Valid Percent	Cumulative Percent
strongly disagreed	24	30.0	30.0	100
Disagreed	16	20.0	20.0	70.0
Undecided	20	25.0	25.0	50.0
Agreed	12	15.0	15.0	25.0
strongly agreed	8	10.0	10.0	10.0
Total	80	100.0	100.0	

In the above Table 14, 30% of the students strongly disagreed, 20% of the students disagreed, and 25% of the students had no idea how to speak English when the teacher asked them questions in English. The students did not a strong grasp of the English language and felt uncomfortable or Unable to express themselves effectively in English when the teacher asked them questions. The students in class were shy and did not have confidence to speak in English. Even though they felt comfortable communicating in their native language rather than English. When students use their mother tongue while learning English, it can have both positive and negative effect. The positive side, one's mother tongue can help students understand new concept more easily, as they can relate English words and grammar rules to their native language. However, relying too much on the mother tongue can also hinder language acquisition, it may lead to translation error, interference with English pronunciation, and difficulty in thinking directly in English. So much use of mother tongue limited the student's fluency and ability to communicate effectively in English. When the teacher asked a question in English, the students immediately shifted from English to their mother tongue or to Amharic, to this habit affect their speaking ability in English.

During the focus group discussion, some of the students raised the concern that the excessive use of their mother tongue affects our ability to speak English, limiting the development of English speaking skills. It could also lead to a lack of practice and slower progress in achieving proficiency in the target language.

When the researcher observed the classroom atmosphere during observation, the students did not focus on the target language. When the teacher asked them a question, they responded in their own mother tongue or remained silent because they did not understand what the the teacher said. So the teacher translated the language and use more Amharic than English in the classroom. The teacher worried about whether the students understood when he or she was teaching.

In general, excessive use of one's mother tongue may affect language proficiency. If someone predominantly uses their mother tongue they may not have opportunity to practice and improve their English language skills. This lead to errors in grammar and pronunciation.

Table 15, Interest and opportunities of using Target Language

We have much enough practice to use English for the interaction				
Item 15	Frequenc y	Percent	Valid Percent	Cumulative Percent
strongly disagree	22	27.5	27.5	100
disagree	20	25.5	25.5	72.5
undecided	18	22.5	22.5	47.5
Agree	12	15.0	15.0	25.0
strongly agree	8	10.0	10.0	10.0
Total	80	100.0	100.0	

The above Table shows that 100% of the students strongly agreed and 72.5% disagreed that they did not have enough practice to use English for classroom interaction. They were interested in reacting through English; however, the poor practice, along with less exposure, limited their interaction. They had no good exposure to use English for classroom discussion and to convey their ideas to their peers. But during the observation, the researchers observed that there was no

sufficient participation. Even when the teacher attempted to interact with the students, the students preferred to be silent.

During focus group discussion, some of the students revealed similar idea concerning to poor practice of interaction. They used translation from English to Amharic, when they attend every class. Because they have no sufficient vocabulary skill, so they wait for equivalent meaning from an Amharic.

This indicates that students and teachers did not use the target language to interact in the classroom. One of the most important features of a language classroom, however, is that the lesson is a ground of interaction with different personalities, motives, and expectations at play. Rivers (1987) claimed, in order to achieve an interactive atmosphere, we need an ambience relations among individuals that promote a desire for interaction. The response for the focus group discussion and observation made in classroom supports this claim. For, instance, one of the participants in the focus group discussion said students use local language as well as Amharic when they assigned to do the class activities. “Even if we appreciate their attempt to speak English and they directly switch to the local language because of lack of vocabulary.” The respondent continued, “When we check group works almost all of the students use Amharic or Siltigna.” What the researchers observed in the classroom was that the sitting arrangement in the classroom was convenient enough to allow students discuss and share their idea through the target language, but the big challenge was that the students perform the activities in Amharic.

As Gee (2005), the theory of language learning has meaning only in and through social practice. Language is connected to the idea of communication, and Gee stated that by using pair works and group works in our classroom we can help our students see that language usage is more than the sum of its grammatical and collection parts, it is about effectively connecting with others in order to establish yourself as a unique and valuable member of the community, in case the classroom community.

Table 16, The mean of the response about Interactional interests, opportunities and factors of interaction

Our teacher helps to speak the whole section doing activities				
Item 16	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	11	13.8	13.8	13.8
Disagree	17	21.3	21.3	35.0
Undecided	14	17.5	17.5	52.5
Agree	18	22.5	22.5	75.0
strongly agree	20	25.0	25.0	100.0
Total	80	100.0	100.0	

The above Table shows that 25% of the students strongly agreed, another 25% agreed, 21% disagreed, and 17.5 of the students undecided or no ideas about whether the teachers help them to speak during all sections of the activities. There was no common agreement based on the situation that occurred in the classroom. Some of the teachers help them and others did not. Most of the teachers were play a crucial role in facilitating communication and encouraging students to speak in the classroom. However, students were not ready to speak English. Teachers were encourage students to speak up, ask questions, and share their thoughts helps to build confidence and engagement. Not only this, but also teachers design classroom activities and discussions that requires students to communicate verbally but students had not willingness to speak in classroom.

During the focus group discussion, some of students raised the point that their teachers were willing to help them but lacked commitment to speak, which is our main challenge. We were okay to speak, but we have no confidence.

Finally, teachers play a great role in facilitating students' communication by creating a supportive environment and providing opportunities for speaking practice. Their guidance and encouragement are essential for enhancing students' communication abilities; however, students lacked the courage to speak.

Table 17, The mean of the response about Interactional interests, opportunities and factors of interaction

The cause for my poor performance is lack of extensive practice in the previous grades				
Item 17	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	13	16.3	16.3	16.3
disagree	14	17.5	17.5	17.5
undecided	9	11.3	11.3	11.3
Agree	15	18.8	18.8	18.8
strongly agree	29	36.3	36.3	53.8
Total	80	100.0	100.0	

In the above Table item 17 shows that 36.3% of the students strongly agreed, 18.8% of the students agreed, and 17.5 % of the students disagreed that the lack of extensive practice of English was a cause for poor performance in their English in lower grades. Lack of extensive practice can indeed have a significant impact. Students don't have the opportunity to practice and apply their knowledge regularly, they struggle to actively engage in discussions or participate in group activities. This lack of practice can lead to decrease their confidence in their abilities, hindering willingness to contribute to classroom interaction. Practice plays a crucial role in reinforcing new information. But students have not had the chance to practice regionally, they

are experience difficult to recall key details or articulate their thought clearly during class discussions.

Table 18, The mean of the response about Interactional interests, opportunities and factors of interaction

Lack of vocabulary knowledge is main challenge to affect our interaction				
Item 18	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	13	16.3	16.3	16.3
disagree	14	17.5	17.5	17.5
undecided	9	11.3	11.3	11.3
Agree	15	18.8	18.8	18.8
strongly agree	29	36.3	36.3	58.8
Total	80	100.0	100.0	

The above Table depicts that the students tackle with different influencing factors. As the table 18 shows us most of the students gave response that their interaction is mainly affected by the lack of sufficient vocabulary knowledge. 58.8 % students gave response that the challenge that affect students' interaction is lack vocabulary knowledge. Also the teachers response confirmed that in the table 22 is the shortage of vocabulary knowledge which impede their effective involvement in the interaction process. Although the teachers' support or encourage students to use the target language the limited amount of knowledge to the vocabulary hinder their motivation to speak in class. The researchers tried to substantiate the data through observation. While the observation the classroom situation, most of the students start to react though English, but they did not continue their discussion as much as possible. The reason was intervention of the mother tongue and Amharic. Also the teacher focus group discussion result shows similar thought regarding to shortage of vocabulary. Sometimes students want to react through English,

however, they frustrate to wind up the discussion. One of the teachers said as follow regarding to this issue.

“My students always attempt to interact by using English, but they faced challenge to finish it accurately. That was the result of vocabulary. Some words are beyond their capacity and some another also has no familiarity with students.”

From this we can conclude that lack of using appropriate words and insufficient vocabulary was the great challenge the hinder effective interaction.

Table 19, The mean of the response about Interactional interests, opportunities and factors of interaction

Lack of vocabulary knowledge is main challenge to affect their Interaction				
Item 19	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	0	0	0	0
Disagree	1	16.7	16.7	16.7
Undecided	1	16.7	16.7	16.7
Agree	1	16.7	16.7	16.7
strongly agree	3	50.0	50.0	100.0
Total	6	100.0	100.0	

The above Table depicts that the students tackle with different influencing factors. As the Table 19 shows us most of the teachers responded that their interaction was mainly affected by the lack of sufficient vocabulary knowledge. 50 % students gave response that the challenge that affect students’ interaction is lack vocabulary knowledge. Also a lack of vocabulary knowledge impeded their effective involvement in the interaction process. Although the teachers’ support or encourage students to use the target language the limited amount of knowledge to the vocabulary hinder their motivation to speak in class. The researchers tried to substantiate the data through observation. While the observation the classroom situation, most of the students start to react though English, but they did not continue their discussion as much as possible. The reason was intervention of the mother tongue and Amharic. Also the teacher focus group discussion result shows similar thought regarding to shortage of vocabulary. Sometimes students want to react

through English, however, they frustrate to wind up the discussion. One of the teachers said as follow regarding to this issue.

“My students always attempt to interact by using English, but they faced challenge to finish it accurately. That was the result of vocabulary. Some words are beyond their capacity and some another also has no familiarity with students.”

From this, we can conclude that a lack of using appropriate words and insufficient vocabulary was the great challenge that hindered effective interaction. Students felt less confident when they struggled to articulate their thoughts due to limited vocabulary, potentially impacting their willingness to participate in class.

Table 20, The mean of the response about Interactional interests, opportunities and factors of interaction

We help students to speak whole section doing activities				
Item 20	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	1	16.7	16.7	16.7
disagree	0	0	0	0
undecided	1	16.7	16.7	33.3
Agree	1	16.7	16.7	50.0
strongly agree	3	50.0	50.0	100.0
Total	6	100.0	100.0	

In the above Table 20, shows that 50 % of the teachers gave response that their assist students to practice in classroom. However, students did not engage actively in as the students response suggested for the level of the vocabulary. There were no negative attitudes regarding to interaction by using English by the side of the teacher. We can also see in the above table that 100 % of the teacher respondents always helped or assist students to interact by using English.

But fear of making mistake, lack of sufficient vocabulary and poor practice of exercising English, and lack of exposure was the main challenges to use English.

The focus group discussion from the teacher reveals the influence as was summarized as follow:

They said that students try to speak using short terminology English but they could not convey their message using solely English. In order to scaffold their potential we the teachers assist students to know the content clearly. Therefore, sometimes teachers translate the from target language to another vernacular language.

In general, excessive use of translation created dependency on the native language and hindered students from thinking and communicating directly in English. Translating word-for -word leaded to inaccuracies in meaning and context, which resulted in confusion or misunderstanding. Not only this, but also relying too heavily on translation restricted students 'ability to express themselves creatively in English and develop their language skills. In addition, focusing on translation slowed down students' language acquisition process, as they were spend more time transcribing and less time engaging English directly.

Table 21, The mean of the response about Interactional interests, opportunities and factors of interaction

The cause for their poor performance is lack of extensive practice in the previous grades				
Item 21	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	0	0	0	0
disagree	2	33.3	33.3	33.3
undecided	1	16.7	16.7	50.0
Agree	0	0	0	0
strongly agree	3	50.0	50.0	100.0
Total	6	100.0	100.0	

Additional problem that affects students' interaction is poor practice of exercising to English. As the response is indicated in the above Table 50% of the students respond strongly agreed that they had no good opportunity to practice English in class. Because the students limited opportunity for real life practice and interaction in speaking environments can restricted students' abilities to develop conventional skills. The cause for poor performance is lack of extensive practice in previous grades suggests that a key factors contributing to poor academic performance is deficiency in fundamental knowledge about English and skills that should have been developed in earlier educational levels. The students specifically rural areas had not good practice in previous grade levels. If Students have not had sufficient practice and reinforcement of fundamental concepts and topics in previous years, they may struggle to grasp more advanced concepts and build up on that knowledge in subsequent grades.

This highlights the importance of a strong educational foundation and the need for ongoing practice and revision to support academic success.

The focus group discussion confirmed that the bad practices, which dominated the students practice was translation. Students were accustomed for the translation from target language to Amharic or other vernacular language.

In general, the cause for their poor performance could be attributed to a lack of extensive practice in practice in previous grades. When students do not have the opportunity to practice and reinforce their skills consistently overtime, they were struggle to retain the knowledge and apply it effectively in later grades. Practice is essential for mastery and retention of concepts, and without regular practice, students were find it challenging to keep up with the increasing complexity in language. Therefore the lack of extensive practice in previous grades has a significant impact in classroom interaction using English.

Table 22, The mean of the response about Interactional interests, opportunities and factors of interaction

Lack of vocabulary knowledge is main challenge to affect their Interaction				
22	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	0	0	0	0
Disagree	0	0	0	0
Undecided	2	33.3	33.3	33.3
Agree	2	33.3	33.3	66.7
strongly agree	2	33.3	33.3	100.0
Total	6	100.0	100.0	

The above Table item 22, 33.3 % of the teachers strongly agreed and 33.3% of the teachers agreed that lack of vocabulary knowledge was the main challenge to affect their students' interaction using English in classroom. The students lacked a diverse vocabulary, so, they were struggle to convey their thoughts and ideas clearly. This limitation led them to misunderstandings and misconceptions in English language. Additionally, a restricted vocabulary can hinder students' interaction using English classroom, as they encounter unfamiliar word that impeded their understanding when teachers teaching and speaking.

The researcher tried to substantiate the data through observation. While the observation the classroom situation, most of the students start to react though English, but they did not continue their discussion as much as possible. The reason was intervention of the mother tongue and Amharic. Also the teacher focus group discussion result shows similar thought regarding to shortage of vocabulary. Sometimes students want to react through English, however, they frustrate to wind up the discussion. One of the teachers said as follow regarding to this issue.

“My students always attempt to interact by using English, but they faced challenge to finish it accurately. That was the result of vocabulary. Some words are beyond their capacity and some another also has no familiarity with students.”

From this we can conclude that lack of using appropriate words and insufficient vocabulary was the great challenge the hinder effective interaction.

In generally, without a varied vocabulary, students were struggle to express their thought, ideas, and questions clearly and precisely affecting their participation in classroom activities. Effective communication is vital for collaboration, ground work, and discussions in the classroom. A lack of vocabulary communicating with their peers and teachers.

Table 23: The mean number of the students' previous practice was seen in the following table.

We had extensive practice to use English in interactive activities since primary School.				
23	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	6	7.5	7.5	7.5
Disagree	14	17.5	17.5	25.0
Undecided	14	17.5	17.5	42.5
Agree	22	27.5	27.5	70.0
strongly agree	24	30.0	30.0	100.0
Total	80	100.0	100.0	

The above Table 23 reveals there were no appropriate practices to enhance the interaction skill since primary schools. 30% of students gave response that they had no sufficient practice to have good exposure for English use. 27.5% respectively responded that agree and they had no idea on this issue. However, most of the students assured in the FGD that they had no extensive practice to foster interactional skill. Walsh (2002) examined the teachers choice of language in constructing or obstructing learner participation in face to face classroom communication. Walsh discovered that the choice of their language and the use of appropriate methodologies were important in constructing learners participation. Teachers can facilitate good atmosphere for

learners' interaction by catering appropriate methodology and simplified language. Teachers play important role in classroom from early class to higher institute of the study. Primary schools were basic ground to capture many important points in language learning. This period of education was described as a crucial turning point, as well as a milestone for the educational system in worldwide, as it succeeded in providing universal education in most parts of the country (Al-Hammami, 1999). It was regarded

as a stage of challenges and sacrifices. Primary schools are a basic ground to invest a lot in the Childs' mind. Even if this stage is challenging, it is very important stage to sacrifice once time and energy to increase desired behavior. As the above result shows there were insufficient practice of using English for classroom interaction. As result students were developed shyness during classroom interaction. Many studies argue that the feeling of shyness is normal in classroom, especially during the first few days in a new learning environment, and it is therefore viewed as a psychosocial trait (Rubin, 2002). Nevertheless, over shyness may leads to lose confidence so that teachers must take care of their learners to encourage their participation. As the observation check list revealed almost all the students were reluctant to express even few expression. The role of teachers' is very crucial in providing a good learning environment where the cultures of the students and teachers are represented and appreciated in the classroom.

Analysis of Five-Point A bipolar Likers Scale

The sample respondents are presented wit the five-point a bipolar likert scale : 1. Strongly agreed, 2. Disagreed, 3. Undecided, 4. Agreed, 5. Strongly agreed. Table 1 and 2 provide overall information on where the average respondents belongs based on their perception of the difficultly of using English for classroom interaction.

Table 24 Descriptive statistics on the attitude towards Student’s difficulty of using English for classroom interaction.

Item (variables)	No	Mean	Std. Deviation
Our English teacher often helps us to speak through English	80	4.1375	1.00308
Do you interact through English in your classroom	80	3.8875	1.13621
We use English when we do in pair or individual work	80	3.6125	1.37329
Lack of vocabulary knowledge affect effective interaction	80	3.7250	1.31183
I prefer to be silent during discussion because I fear making mistake	80	3.6125	1.26785
Our teacher translate difficult word into Amharic	80	3.7250	1.17973
I am happy to speak English when we work in group or the teacher teaches us	80	3.6875	1.26885
We use only English when we ask and are being asked question	80	3.4500	1.33027
We have much enough practice to use English for the interaction	80	3.4500	1.31110
Our teacher helps to speak the whole section doing activities	80	3.2375	1.39841
The cause for my poor performance is lack of extensive practice in the previous grades	80	2.8250	1.40321
Lack of vocabulary knowledge is main challenge to	80	2.8250	1.40321

affect our interaction			
We had extensive practice to use English in interactive activities since primary school.	80	3.5500	1.29165

The Table below shows Cranach's Alpha value reliability test and the value is 85.1% which is very good as the value is higher the better the Cranach's Alpha and the more the reliable the scale is.

Table: Reliability Statistics test for attitude towards Student's

Cranach's Alpha	Cranach's Alpha Based on Standardized Items	N of Items
.851	.849	13

Table 25. Descriptive statistics on the attitude towards teachers' difficulty of using English for classroom interaction.

Item (variables)	No	Mean	Std. Deviation
Our students speak English in classroom	6	4.1667	1.16905
They interact through English in classroom	6	3.8333	1.32916
They use English in pair or individually	6	4.1667	1.16905
Lack of vocabulary skill affect them in their effective interaction	6	3.6667	.81650
They prefer to be silent during discussion because they fear making mistake	6	4.1667	1.16905
We translate difficult words into Amharic when we teach	6	3.1667	.40825
We help students to speak whole section doing activities	6	3.8333	1.60208
The cause for their poor performance is lack of extensive practice in the previous grades	6	3.6667	1.50555
Lack of vocabulary knowledge is main challenge to affect their interaction	6	4.0000	.89443

The Table below shows Cornbrash's Alpha value reliability test for teachers attitude and the value is 80.3% which is very good as the value is higher the better the Cornbrash's Alpha and the more the reliable the scale is. In general the value indicates there is internal consistency among the questionnaire that were justified.

Table 26: Reliability Statistics test for attitude towards teachers

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.803	.702	9

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

This chapter mainly deals with the major findings, conclusion, and recommendation based on the results obtained from the data analyzed and interpreted in chapter four. The main aim of carrying out this study was to assess reasons underlying secondary schools difficulty of using English.

5.1 Summary

The descriptive survey method was employed in this study. Regarding the relevancy and relatedness to the topic. Questionnaires, Focus group discussion and classroom observation were used to gather genuine data. The data which collected through this instrument were analyzed using descriptive inferential analysis. The following major findings were derived from the data analysis.

The data from the respondents indicated the specific language difficulties learners have in English language use. Accordingly, lack of extensive practice since primary school as well as existing grade level was the main finding in the analysis of data. Even if the curriculum enforce the students to use target language as a medium of the instruction, its effective implementation was failed due to fear of making mistake, low achievement on vocabulary skills limit in the students interactive performance. Frequent translation from the side of the teacher influenced students practice. The translation from the target language to Amharic or another language made students to have less participation through English. Translation is widely practiced in the teaching process. Translation is bad practice to hinder the students' generative ability. So, it is better to use simple words to foster students' interaction skill. Students' psychological problem was also another barrier to hinder effective implementation of the students' interactive skills.

5.2 Conclusion

The perceptions of students and teachers indicate that students are failing to use the target language, such as by using their native language in class or avoiding speaking in the target language. Through the teachers are experienced and want students to have appropriate skills in using the language to academic as well as social purposes, Students did not use the language as

perceived from their practice. . And thus, majority of students are facing problems to use the target language as it can be observed by students' difficulty of expressing their thoughts and the low scores of most of them got in the English language. As it is seen in the result section students were ineffective to use interactive skills in the classroom. As it is perceived from the findings, the classroom teaching-learning practices have their own contributions for the problem. For instance, the finding provided that overuse of direct instructional methods to teach English language and limited use of interactive and process-based instructional methods are reasons for the students' difficulty with English language use. Because of this students did not use the language at most of the time and there were no trial that the teacher did to guide the learners to practice the language.

Lack of the trend of practicing the language in the classroom, ineffective methodology used by teachers, absence of extensive practice from students is reasons that influenced students' interaction. Also, the dependency of translation from target language to Amharic or other vernacular language and lack of sufficient vocabulary knowledge were major dominating factors. Moreover, the majority of the problems were related to the pedagogical aspects, strategies, and trends of teaching English language.

Based on the result analysis the following findings were generated.

1. The response of the respondents indicated that students are falling to use target language. Though the teachers are experienced and students need to have appropriate skills of using language for academic and as well as social purpose, students could not use the language as perceived from their practice.
2. Translation from target language to Amharic or another language made students to become passive and dependent in translation.
3. Limited strategy of using vocabulary for interaction played great role in students' communication. Even if they have the sense of interaction, the vocabulary constraints affect their interaction.
4. Lack of extensive practice can have a detrimental effect on classroom interaction by impacting students' confidence, ability to engage in discussions, and retention of information.

5.3 Recommendations

Based on the research findings, the findings of the study, and the conclusions driven so far, the following suggestions are forwarded to improve the problem of students' difficulty using English for classroom interaction.

1. Teacher should facilitate classroom interaction on specific topics and provide on their language use highlighting areas of difficulties and suggesting improvement, such as providing specific examples of correct grammar or vocabulary.
2. Teacher should observe students during group discussions, role-play, or presentations to identify areas of difficulties, such as pronunciation, grammar, or fluency, and then provide targeted instruction and support to help students improve their English language skills.
- 3 As it was seen in the FGD and observation as well as the teachers truly experience suggested, lack of practice of language interaction and use of English in classroom in the previous as well as current language teaching and learning practices are causes of the students' poor language performance. Thus a truly communicative approach should be adopted to provide students with more opportunities to practice the language.
4. Finally, further research could explore the experiences of English language learners from different cultural backgrounds, to better understand how factors such Cultural norms, values and belief can influence their interactions in the classroom.

References

Abraham, B. (2021) *Assessing the practice of classroom interaction* URL:

http://www.google.com/search?

Al. Hammami, H (1999), Education for the 21st c : general education reform in the Sultanate of Oman, motives, nature and strategies of language. Cambridge : university press.

Aida, W. (2000) Contextual Factors in Second Language Acquisition. ERIL Digest.

Assefa, B. (2000) The Analysis of the Factors That Affect Ethiopia Grade 11 Students' Speaking Skills. Unpublished M.A Thesis Addis Ababa University. implementation. (www. http:// language. Journal. org.omi / PDF) Allwright, Dick, and Bailey, Kathleen M. (1991). focus on the language classroom :An introduction to classroom research for language teachers. Cambridge: Cambridge University press.

Alkubaidi, M.A. (2014) The relationship between Saudi English major university Students writing performance and their learning style and strategies use. English language teaching 7(4), pp: 83-9.

Allwright, R. (1984). The importance of interaction in classroom language learning. Applied Linguistics, 5, 156-171. Ellis, (1994). The study of second Language acquisition. Shanghai : Shanghai foreign language education press.

Allwright, D. (1984). The importance of interaction in classroom language learning Applied linguistics, 5(2), 156-171.

Andrews, J. S. (1999). why L2 teachers need to know about language. Teachers met linguistic awareness and input for learning. Language and Education. 161- 177.

Arnold, J. and Brown, H.D. (1999). A map of terrain. In J. Arnold (Ed), Affect in language learning (pp. 1-24). Cambridge : Cambridge University press.

Bachman, L. Fly, and plamer, A. S. (1996) Language testing in practice. Oxford : university press.

Benson. 1999. Cited by 516-Benson, P. Lor, W. Conceptions of Language and Language Learning. System. 1999 DEC; 27(4): 459 -472. powered by pure, Scopus & Elsevier Fingerprint Engine TM.

Blatchford., P., Russell, A., Bassett, P. Brown, P., & Martin, C. (2007) Th3 effect of class Size on the teaching of pupils age 7-11 years. School Improvement, 18. 147 -172

Blatchford, et al. (2007) have reported that in smaller classes there were more frequent interactions between students and teachers.

Boaduo, 2006. Methodological Choice and Application in a Research Study Fremwork for Practitioner. In loanka : Bulletin of the center for Academic Development. ' Quality Assurance in Higher Education ' Oxford University Press

Broom, Y. M., & Doctor, E.A. (1995) Developmental Phonological dyslexia : A case Study of the effecacy of a redemption program. Cognitive Neurophysiology, 12, 69-110

Brown, H.D.(2001- Teaching By principles : An Interactive Approach to language Pedagogy : Addison Wesley London, White Plains : NY.

Cooper., J & Robinson, P. (2000) The argument for making larger class seem small, In MacGregor, J, - Cooper.,J. Smith, K, & Robinson, P. (EDS). strategies for Energizing Communities. New Directions for teaching and learning, 81, ('pp.5 - 16) San Francisco ; Jossey -Bass.

Chomsky, N. (2022) Chomsky's Language Acquisition Device /Overview and Theory.

Cohen, G. (2007). Mother tongue and other tongue in primary education : can equity be achieved with the use of different language? Language and Development. (eds) Coleman.

Proceedings of the 7th international language and development conference Addis Ababa, 26-28 October 2005 pp 62-76 British Council, Ababa, Ethiopia.

Conteh, J. and Meier, G.(2014). The multilingual turn in language education : opportunities and challenges. Multilingual matters.

Cooper, J and Robinson, P. (2000)The argument for making large class small. In Mac.

Cummins, J. (2009). Multilingualism in the Education. Language Classroom: Pedagogical Considerations. TESOL quarterly. 43(2), 317- 321.

Citation : Huitt, W, (1997), individual difference. Educational Psychology.

Eggen, P.D and D. P. Kauchax, (1996). Strategies for Teachers :Teaching Content and Thinking Skills. Boston : Allyn and Bacon.

Fahad, N. (2009).Students Attitude and Perception towards the Effectiveness of Mobile Learning in King Saudi University, Saudi Arabia TOJET(2): 111.

Fincchiaro, M. and Brumfit, C. (1983). The Fractional -Notional Approach : from theory. Gershenson, S.,& Langbein, L.(2015).The effect of Primary School size on academic achievement Educational Evaluation and Policy Analysis, 37(1stool1), 1355-1555) to practice. New York : Oxford University press.

Graddol, D.(2006). English Next. British : The English Company. Ltd.

Graphy, J. (2022). Important factors affecting teaching. Cambridge: Cambridge University press.

Harmer (2001). The Practice of English Language Teaching. The 3th Edition. Longman: . London and New York

Jonson, K. E. (1995). Understanding Communication in Second Language acquisition. Oxford : Pergamon Press.

Jim, C. (1992) Bilingualism and Second Language Learning. Department Education, Vidyodava University of Ceylon.

Kedir. A. (2017) Assessing the Factors That Affect Teaching Speaking skills : The case of Robe Teachers' College, English Department Second Year Students. Published M.A Thesis Madda Wolabu University. Robe Ethiopia.

Leithwood, K., & Jantzi, D. (2009) A review of empirical evidence about school size effects : A policy perspective. Review of educational Research 79,469-490.

Liu, D. (2004). EFL Proficiency. gender and Language learning strategies use of among a group of Chinese Technology Institute.

Mallyey, J. M., & Chamot, A.U. (1990) Learning Strategies in Second Language acquisition. Cambridge, UK: Cambridge University Press.

Mwalim, M. (2011). Classroom interaction and the role of teachers in classroom interaction. Cambridge : Cambridge University press.

McCarthy. M. (1990). Vocabulary. Oxford : Oxford University press.

*McCarthy, J.J., & Prince, A. (1990) Foot and word in Prosodic Morphology : The Arabic broken plural. Natural Language and Linguistic Theory, 8, 209 -283; Antunez, 2002)
McNeir & Wambalaba (2006)*

McLaughlin, B. (1984). Second Language acquisition in childhood (2nd Edna). Hill Sadle NJ: Lawrence Erlbaum Associates Inc.

McLaughlin, B. (1987) Theories of Second Language learning. London : Edward Arnold.

Kahsay, T. (2016). Proposed language reform for Ethiopia. Publishing. Retrieved from [http://aigaforum.com/article\(2007\)/previewfromproposedlanguagereformforEthiopiaPDF](http://aigaforum.com/article(2007)/previewfromproposedlanguagereformforEthiopiaPDF).

Krashen, Stephen D. (1982). Principles and practice in second language acquisition Oxford: Pergamon Press.

Krashen, S. (2008). Language education : past, present and future. RELC journal, 39(2)187. <http://dx.doi.org/10.1177/00336882208092183>.

Kelly, I. G. (1969). Centuries of language teaching Rowley, Mass Newbury house publisher.

Savignon, S. (1983). Communicative competence : Theory and classroom practice. Reading, Mass: Addison - Wesley.

Slimani, A. (1992). Evaluation of classroom interaction. In J. Charles. Alderson. & Alan Beretta (Eds) Evaluation Second Language Education (pp. 197-221) Cambridge : Cambridge university press.

Shin, J. K. & Crandall, J. (2013) Teaching Young learners English : From theory to practice Cengage Learning.

Stern, H. (2001) Fundamental concept of language teaching. Oxford: Oxford University press.

Taka, S.D. (2020). The Efficiency of using pair work Teaching Conditional Sentences to Indonesia English as Foreign Language (EFL) Students. IDEAS : Journal on English Language Teaching and Learning Linguistics and Literature 8(2), 602, 610 <https://doi.org/10.24256/ideas.v8i2.1690>

Ur, P. (2000). *A Course in Language Teaching : Practice and Theory*. Cambridge : Cambridge University press

Oxford, Rebecca (1990). *Language learning strategies : what ever teacher should know*. NY: New bury publisher.

Oxford, R.L.(1999). *Learning strategies*. In B.spolsky(Ed), *concise encyclopedia of educational linguistics* (pp.s 18-22). Oxford : Elsevier.

Richards, J.C. & Rodgers, T.S. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge : Cambridge University press.

Richards, J. C. and Rodgers, T.S. (2001) *Approaches and methods in language teaching*. New York : Cambridge University press.

Richards. J. C. and Rodgers, T.S. (1986). *Approaches and methods in language teaching*.

Cambridge: CUP. 2001. *Approaches and methods in language teaching*. Cambridge :CUP.
(Zakirman, 2018) *Factors Influencing the use of Lecture Method in Learning Activities : Teacher Perspective*. Pandang. Indonesia. *Advanced in social science, Education and Humanities Research*. Volume 178

Zhang, Y.& Li, R. (2014). *Students' Classroom silence and the Art Treatments for it*. Shanghai Research ONM Education (10), 54-55.

Zoharbi, M. Torabi, MA., Baybourdiani, P. (2012). *Teachers -Centered and /or students-Centered learning : English language in Iraq*. *English language and literature studies* 2(3).

Appendix 1

Questionnaire Provided to Students

Objectives: The main objectives of this questionnaire was to gather information to understand the factors contracting to students' difficulties in using English effectively.

No	Item	Strongly disagreed	Disagreed	Undecided	Strongly agreed	Agreed
1	Our English teachers often helps us to speak through English					
2	Do you interact through English in classroom					
3	We use English when we do pair or individual work					
4	Lack of vocabulary knowledge affect effective interaction					
5	I prefer to be silent during discussion because I fear making mistake					
6	Our teachers translate difficult word into Amharic					
7	We were happy to speak English when we work in group or the teachers.					
8	We use only English when we ask and are being asked question					
9	We have much enough					

	practice to use English for the interaction					
10	Our teacher helps to speak the whole section doing activities					
11	The cause for my poor performance is lack of extensive practice in the previous grades					
12	Lack of vocabulary knowledge is main challenge to affect our interaction					
13	We had extensive practice to use English in interactive activities since primary school.					

Appendix 2

Questionnaire Provided to Teachers

Objectives : The main objectives of this questionnaire was to gather information to understand the factors contracting to students' difficulties in using English effectively.

No	Item	Strongly Disagreed	Disagreed	Undecided	Strongly agreed	Agreed
1	our students speak English in classroom					
2	They interact through English in classroom					
3	They use English in pair or individually					
4	Lack of vocabulary skills affect them in their effective interaction					
5	They prefer to be silent during discussion because they fear making mistake					
6	We translate difficult word into Amharic when we teach					
7	We help students to speak whole section doing activities					
8	The cause for their poor performance is lack of extensive practice in the previous grades					
9	Lack of vocabulary knowledge is main challenge to affect their interaction					

APPENDIX 3

ሁልባራግ 2ኛ ደ/ት/ቤት

ለተማሪዎች የቀረበ ጥያቄ

ዓላማ ፡ - የዚህ መጠየቅ ዋና ዓላማ ተማሪዎች በእንግልዘኛ ቋንቋ በአገባቡ ያለመጠቀም ችግር ምክኛት ምን እንደሆነ ለማወቅ መረጃ ለመሰብሰብ ነው።

ይታ ወንድ

ሴት

ትዕዛዝ 2፡ ትክክለኛውን ሀሳብ በምልክት ይለዩ(/)

ተቁ	ጥያቄ	ሙሉ በሙሉ አልሰማም	አልሰማም	እርግጠኛ አይደለሁም	እስማማለሁ	ሙሉ በሙሉ እስማማለሁ
1	መምህሩ አብዛኛውን ጊዜ በእንግልዘኛ እንድናወራ ያግዛል					
2	በክፍል ውስጥ ከመምህሩና ከተማሪዎች ጋር በእንግልዘኛ እናወራለን					
3	የክፍል ስራዎችን በጥንድም ይሁን በቡድን ስንሰራ ሁል ጊዜ እንግልዘኛ እንጠቀማለን					
4	መምህሩ ስያስተምርም ሆኖ በቡድን ስንሰራ በእንግልዘኛ					

	ቋንቋ ብቻ ስሆን ደስተኛ ነን					
5	ለእንግልዝኛ ቋንቋ ድክመት ቃላትን በምገባ አለማወቅ ነዉ?					
6	በእንግልዝኛ ክፍለ ጊዜ የምሰጡ ተግባራት በእንግልዝኛ ብቻ እንድናወራ ስለምያደረግ ስህተት እንደልሰራ ብዬ አለወራም					
7	ጥያቄ ስንጣይቅም ስንጠያቅ በእንግልዝኛ ብቻ ነዉ					
8	መምህሩ ከበድ ቃላትን በአማረኛ ይተረጉማል					
9	ከታችም ጀምሮ በእንግልዝኛ የክፍል ስራዎችን የመስራት ልምድ አላን					
10	ጎዳኞቻችን ስህተት ስንሰራ ስለምስቁ እንግልዝኛ ለመወራራት አንነሰሳም					
11	መምህረችን የእንግልዝኛ ክፍለ ጊዜ ሙሉ በሙሉ በእንግልዝኛ ብቻ እንድናወራ ያበረታታሉ					

12	<p>በእንግልዝኛ ለመነገር ድክመቱ የክፍል ወስጥ ተግባርን በአማረኛና በሰልጠኛ ስለምተገብራቸዋል ነዉ</p>					
13	<p>በእንግልዝኛ መጠቀም አለመቸሌ ቀድሞ የነበረ ልምምድ ዝቅተኛ ስለሆነ ነዉ</p>					
14	<p>የእንግልዝኛ መምህር ትምህርቱን ለመብረረት ከእንግልዝኛ ወደ አማረኛ ይተረጉመል</p>					
15	<p>በክፍል ወስጥ ፤መምህሩ የምጠቀመቸዉ ቃላት ከበድ ስለሆነ በእንግልዝኛ መግባባት ይከብደኛል</p>					

APPENDIX 4

የቡድን ወይይት ጥያቄዎች

በእንግልዝኛ ለለመጠቀሞችን ዋናኛ ችግር ምንድነው?

ከዚህ ቀደም እንግልዝኛን የመጠቀም ልምምዳችሁ ምን ይመስለል?

ከእንግልዝኛ መምህራችሁ ጋር የመግባባት ክህሎታችሁ ምን ይመስለል?

መምህራችሁ ምን ያህል ጊዜ በእንግልዝኛ ብቻ እንድትግቡ ያደረጋል?

የክፍል ወሰጥ ንግግራችሁ በብዛት በምን ቋንቋ ነው? የቡድን ሥራ በምን

ቋንቋ ነው የምጸሩት?

APPENDIX 5

Classroom Observation Check List

No	Item	Grade 10	
		Yes	No
1	Teacher and students use English language to interact in classroom		
2	Group and pair work encourage students interaction through English		
3	Students are shy and scared of speaking English in classroom		
4	Students use English to do classroom activities		
5	Frequently the teacher translate English to vernacular languages		
6	Students can understand when the teacher discuss the lesson		
7	Students have chance to speak in English		