



WOLKITE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

**A RESEARCH REPORT ON: INVESTIGATING THE CHALLENGES OF
ACTIVE TEACHING METHODS IN SPEAKING SKILL CLASSES THE CASE
OF GUNUNO HIGH SCHOOL**

**A SENIOR ESSAY SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE AND
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Abstract

The main aim of this study was to investigate the challenges of ATM in teaching speaking skill with special reference to Gununo High School. To achieve this goal, data were collected through questionnaires interview and classroom observation as primary sources of data. These data collected from students and teachers who were selected in the random sampling technique and purposive sampling techniques respectively. The collected data were analysed and interpreted in numbers and percentages and described in words. The results of this study show that the use of techniques of active teaching methods is not adequate. English language teachers' poor proficiency of speaking skill, their practical experience in applying active teaching methods, and absence of adequate training for teachers in implementing ATM is not up to the expectation. Based on this, it was recommended that teachers should be given adequate training and they should provide students active methods during teaching learning process of speaking skill.

List of Abbreviations

ATM: Active Teaching Method

CLT: Communicative Language Teaching

ELT: English Language Teaching

EFL: English as Foreign Language

ESL: English as Second Language

SL: Second Language

TABLE OF CONTENT

Contents	Pages
Acknowledgement-----	I
Abstract-----	II
List of Abbreviations-----	III
List of Contents-----	VI
List of Tables-----	VII
CHAPTER ONE-----	1
1. INTRODUCTION-----	1
1.1 Background of the study-----	1
1.2 Statement of the problem-----	2
1.3 Objective of the study-----	3
1.3.1 General objective -----	3
Specific objective -----	3
1.3.2 -----	1.3.2
1.4 Research questions -----	4
1.5 Significance of the study-----	4
1.6 Delimitation of the study-----	4
1.7 Limitations of the study-----	4
CHAPTER TWO-----	5

REVIEW OF RELATED LITERATURE-----5

VI

2.1 Overview of active teaching method -----5

2.2 Teacher centered us student-centered method -----6

2.3 Definition and concepts of speaking skill -----6

2.4 Techniques of active teaching method -----6

2.4.1 Communicative activities -----6

2.4.2 Role play-----7

2.4.3 Problem solving method-----7

2.4.4 Discussion-----7

2.5 Pair works -----8

2.6 Group work -----9

2.7 Challenges of active teaching method -----9

2.7.1 Learners' speaking proficiency -----9

2.7.2 Large class size -----9

2.7.3 Teaching strategies-----9

2.7.4 Teachers Attitude -----9

CHAPTER THREE-----10

3.RESEARCH DESIGN AND METHODOLOGY-----10 3.1

Research method-----10 3.3

Sample size and sampling techniques-----10

3.4 Data gathering instruments-----10

3.5 data collection procedures-----11

V

3.6 Methods of data analysis -----11

CHAPETER FOUR-----12

4.DATA ANALYSIS AND INTERPRETATION-----12

4.1 Analysis of teacher’s questioner -----12

4.2 Analysis of student’s questionnaire-----16

4.3 Analysis of interview -----20

4.4 Discussion of observation -----20

CHAPTER FIVE-----22

5. CONCLUSION AND RECOMMENDATION-----22

5.1 Conclusions-----22

Recommendation-----23

References-----24

Appendices-----26

VI

List of tables

Table 1. Use of active teaching method in teaching speaking skill -----	14
Table 2. The frequency of using ATM techniques -----	14
Table 3. Challenges of active teaching method related to teacher -----	16
Table 4. Challenge of active teaching method related to learning environment-----	18
Table 5: Students Responses regarding whether they learn speaking skill practically or not---	19
Table 6: Student's responses on the opportunities they get to learn speaking lesson in practice	19
Table 7 Students responses on the frequency of learning speaking skill practically (based on table-----	20
Table 8. Students' responses on their problems that hinder them from earning speaking lessons practically-----	20
Table 9. Students' responses on the major challenges that hinder them from learning speaking skill practically-----	21
Table 10 Students responses on their participation in the following speaking skill learning activities-----	22

CHAPTER ONE

1. Introduction

1.1. Background of the study

Language is a means of thinking and transferring culture from one generation to another. It is also a means of communication among people. Hence, many countries emphasize teaching language other than the native language to its citizens (Kathleen B, Egan, 1999:1). The goal of language teaching is to develop communicative competence (Richard and Rodger, 1999).

Over the last three decades, English has become the most important language in the world. At present, English is the language of international communication; advertising diplomacy and transmitting advanced technology (Kathleen B, Egan, 1999). Therefore, majority of the world's English language learners study English to develop their proficiency of speaking (Richard and Rodgers, 2002). According to Samira Al Hosni, (2014:22), the focus of teaching speaking, of course, is to improve the oral production of the students. Thus, language teaching in the classroom should aim at maximizing individual language use (Ha Ozong, 1997).

Speaking is active use of language to express meaning and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced and learn (Samira Al Hosni, 2014). Speaking is one of the most important skills to be developed and enhanced a means of effective communication for ELT. Therefore, the question of how to increase communicative competence was tends to be the most crucial one (Yulia Morozou: 2013). According to (Alabe O.A.2014), in the

traditional classroom, students engage in recitation of minimum interaction, and less involvement in productive thinking, interaction between the students, the learning materials, other students, and the teacher are significant to learning outcomes. Lantto Ig, (1994), second language (kering requires that learners take worship of learning activities through interaction, active participation and the use of target language in a more authentic context.

ATM on which the emphasis is on students' maximum involvement in the learning process can be through different activities like discussion or project based learning or dramatization or through any other means. A teacher asks questions or put forward various situations for students and they actively react accordingly (Khevna Trired)

The development of communicative skills can only take places if learners have the motivation and opportunities to express their own identity and relate with the people around them (Little wood, 1981). Speaking fluency appears to develop with increased opportunities to second language in put (Zhang et.al, 1998).

For language learning to take place, there are four conductions that should exist, and they are exposure, opportunities to use the language, motivation, and instruction learners need chances to s ay the language motivation and instrument in supportive atmosphere using language they have heard or seen without feeling threatened (Samira Al hasin 2014:23 as cited in Wellis, 1996p.7).

According to many authors, such as canale (1983), Nunen (1991) and Littlewoods (2001), CLT focuses on language as it is used in real contexts, i.e., language for "real life" communication and so the students are given opportunities to express their ideas and opinions. The teacher acts as a facilitator during classroom activities so that students will ultimately be equipped with tools in order to generate a spontaneous language use outside the classroom boundaries.

Now a day, the new educational policy gives emphasis to the participation of students in the class. It is more of the student-centred, rather than teacher-centred. Education and training policy of Ethiopia and new curriculum call for ATM as the base of teaching and

learning process. Therefore, this study was attempted to investigate the challenges of ATM in teaching speaking skill in English language

1.2 Statement of the Problem

ATM is a method of instruction in which the students are in the centre of focus and the teachers have the rest impression (Mohamed Zohrebc, 2012:2). The students involve in using language for a purpose. They focus on the message and concentrate on what they are saying than how they are saying it (Sumel Yang, 2009).

According to (Harmer, J. 1998), during learning process of ATM, students are expected to communicate orally and conquered all components of communicative competence and teacher is being motivation assessor, facilitator, and corrector during students' discussion or speaking in front of the class. In addition, the teachers also should make their lesson interesting, so the students don't fall asleep during learning English.

According to many teaching theorists, speaking can be developed through communicative activities which include information gap, puzzle games, problem-solving and role playing. (Harmer, 2012:64).

Learning to speak a foreign language requires more than knowing its grammatical and structural roles, but learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange in which many factors interact (Kang Shumlign, 1997:8). According to ATM, emphasis must be put on the importance of these variables. Communication activities that involve real-communication promote learning. Tasks and activities in which language is used to carry out meaningful tasks support the learning process. Meaning-language that is meaningful and authentic to the learners' learning (Mohammed Rholmc, 2009).

However, students who study English as a foreign language usually have limited opportunities to speak English outside the classroom (Zhang, 2001), and also limited exposure to English speaker on members of the international community (Zhang, 2001); therefore, many factors affect active teaching methods. According to (Hang Kohom Vangxay, 2013:1), misconception of ATM, traditional grammar based teaching,

Students' learning styles and behaviours, lack of ATM, lack of teachers' proficiency of English language and ATM trainings, lack of motivation to communicative competence and their low English proficiency are factors related to students (Hang-Kahom Vongxay, 2013:1).

Therefore, it is important to make attempt to investigate the challenges of ATM in teaching English speaking skill at Gununo High School.

1.3. Objective of the study

1.3.1. General objective

The general objective of this study was to investigate the challenges of ATM on speaking skills in English classroom.

1.3.2 Specific objectives

- To describe the challenges of ATM on students' speaking skills
- To examine the extent of implementing ATM in teaching speaking skills in English classroom.
- To assess factors that affect the implementation of ATM in speaking class.

1.4 Research questions

- 1. What are the challenges of ATM on students speaking skills?
- 2. To what extent the ATM implemented in teaching speaking skills?
- 3. What are the factors that hinder the implementation of ATM to teach speaking skill?

1.5 Significance of the Study

The study may indicate the challenges of ATM in teaching English speaking skill. It may also rise the awareness of English language teachers about the effects of ATM on students speaking skills. The research finding also helps English language teachers to conduct more researches on similar issues using these research findings as reference

materials.

1.6 Scope of the Study

The study was conducted at Gununo High School, Damot Sore Woreda in Wolaita zone, SNNPR. The scope of the study was to investigate the challenges of ATM on speaking skills and its setting was delimited to Gununo High School as well.

1.7 Limitations of the Study

The research was designed to investigate the challenges of ATM on speaking skills. To do so, the researcher encountered shortage of helpful sources conducted in the local context, and deficiency of time and budget. However, the research was carried out due to the effort of the researcher and the help of respected advisor.

CHAPTER TWO

2. REVIEW RELATED LITERATURE

2.1. Overview of ATM

According to (Khevna trivedi, 2013), active learning approach is an approach of learning in which a learner learns through audio, audio used made of role-play, collaborative learning, project based learning. Gredeler (1999:54) Learning in the learner centered¹ approach is the produce of interaction among the learners knowledge, information in the environment and the learners activities.

A student-centred classroom isn't a place where the students decide what they went to do. It's replaced where we consider the needs of the students, as a group and as individuals and encourage them to practice in the learning process all the time. (Leo Jones, 2007, 6). Hall (2006), Students-centred learning is put in place to help students for find out their own learning styles, to know and understand their motivation, and to

acquire study skills that will be valued throughout their lives.

Benson and Volle (1997), for foreign language students, especially, the student-centered method has special benefits. What the students use the language, therein more than hit would simple hermit They get practice in actively producing meaning condensation and they take a more direct route to fluency than teeny would take for example, if they filled, out work sheets with sentences created by the teacher.

According to (Leo Jones, 2007), in student-centered method, students cooperate each other, end help each other when in difficulty or in doubt they don't ask the teacher for help or advice but only after they have tried to solve the problem among themselves. They work in pairs, together, in group, and as a whole class.

The teacher in active learning method prepares a number of activities such as critical thinking, questioning quiz, puzzles, memory games review where in students actively participate in the activities. The loss of the teacher is to create a conducive environment that en thus (motivate) the students for in dependent learning and participation. Tong (2004). In students centered class, teachers provide the classroom opportunities that enable students develop the ability of using the language meaningfully.

2.2. Teacher centred us student-cantered method

William (2001), teacher-cantered method, is also referred to as traditional method, which considers education as the transmission of knowledge and skills from the teacher to students Clerk (1987). Said that "knowledge is seen as a set of revealed fact whose underlie roles and regulations should studied.

In students-cantered learning we cantered-our plan out teaching and out assessment around the needs and abilities of students. In such method, education is seen as a means of providing students with learning experience from which they can learn by their own effort, but not as a process for the transmission of knowledge (Aoransho, 1996). According to Cleark (1987) in the students-centered learning knowledge is not seen as a set of fixed facts but as activities problem solving capacity of individuals. In active learning method, students are not simply considered as imitators of their teacher rather

they are creative thinkers.

2.3. Definition and concepts of speaking skill

Speaking is one of the two productive skills in language teaching it is defined as a process of building and sharing meaning through the use of verbal or pre-linguistic form (Gebherd, 1996). Nunua (2003) defines that speaking consists of producing systematic verbal utterances to convey meaning. Speaking skill has important in many ways. Regarding this (Brown and Yule, 1983.3) Speaking can also serve one of two main functions transactions' (transfer of information and interactional (maintenance of social life). Therefore, at present, the need for speaking mastery in English has been dramatically increasing due to the strengthening position of English as a language for international communication (Richards, 2002).

Nuna (2003) "teaching speaking is to teach ESL learners to produce the English speech sounds and sound patterns use words and the rhythm of the second language select appropriate words and sentences according to proper social setting, audience situation and subject matter organize their thoughts in a meaningful and logical sequence" Bereket and shepperd (2004) argue that success in learning a language is measured in terms of the ability to carry out conversation in the target language. Therefore, speaking is probably a priority for most learners of language.

2.4. Techniques of ATM

2.4.1. Communicative activities

The activities like role play, discussion, and problem solving can assist better speaking skill and create interaction in the language classroom. Additionally, these communicative activities can motivate the learners and English good relationship between the learners and teachers by encouraging supportive environments for language learning (international Journal of social science and Humanity, vol, 2 No,6,2012).

2.4.2. Role play

Role play which according to Hammer (1998), offers this definition, "Role play activities are those activities where students are asked to imagine that they are in different situations and act accordingly whereby they practice speaking skills. Hammer (1984). One other way of getting students to speak is role playing, students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they like or feel (Stocker (2006).

Role-play as a while by which students can more early learn the fundamental of English conversation inspect situation, requiring the use of keywords which act as signifiers for the particular situation.

2.4.3. Problem solving method

Problem solving method is a way of presenting the lesson presenting the material as a starting point the discussion of issues to be analyzed and synthesized in another to find a solution or answer by the students (Sudirman, 1978) problem-solving method is a method of problem solving in rotational, logical, correct and practice with use of alternative solution (Abdisa Guye Arse, 2011, as cited Axher, 1993).

2.4.4 Discussion

Discussion is one of the students-centered method in which group members can share their ideas, knowledge, information, attitude and perception using speaking listening and non-verbal processes in order to achieve instructional objectives (Gal, 1987:232)

In the process of group discussions, speaking, listening, observing and nonverbal processes are considered to be essential and critical.

This is to facet when a discussion member communicates other in the group by speaking initiate and encourages the learners of group member active participation instead of being passive in the process of learning (Cirzon, 1990:278).

2.4.5. Pair works

Pair work is one of the interaction patterns used in the modern language classroom (Phipps, 1999). It has been found to be motivating and effective since students' interact and communicate with each other using the target language (Rich order, 2006). This gives greater opportunities for students to communicate and practice their English more contented with each other to construct a classroom atmosphere.

2.4.6. Group work

Group work is one of the most important techniques used in learner centred method. group work has proved to be an effective they to solve the problems related to large class size as group work allow all students to practice language and to actively participate (Baker and Destrig, 2000) It has been considered one of the major changes to the dynamics of the classroom interaction brought by students-centered teaching (Nunan and Lenb, as cited in le, 2016)

ATM activities focuses on students' interaction with their peers group activities maximizes the amount of oral interaction on the part of the students (Cang, 1986). But simply putting students in group does not ensure effective and active learning. (Abraham, et, al. 1999:90), many language classes are big, with, students of differing abilities. This is a real obstacle for teachers starving to help students improve their speaking skill. In this case group work has provide to be an effective way to solve the problems.

2.5. Challenges of active teaching method

2.5.1. Learners' speaking proficiency

Many learners lack the necessary vocabulary to get their meaning cross and consequently, they can't keep the interaction going. In adequate strategic competence and communication competence can be another reason as well for not being able to kep the interaction going some learner also lack the motivation to speak English. they do not see areal need to learn or speak English (Smira Al Hasni, 2013).

Anxiety and unwillingness, during the English speaking process are considered two of

the biggest obstacles for EFL learners anxiety and unwillingness are caused by the fear of being negatively evaluated when making mishear practically in front of their friends

2.5.2. Large class size

Mblend siad (1997), they have number of students in the classroom, the insufficient of the English teaching period and the syllabus that does not satisfy the learners' communicative needs are the main reasons for learners speaking difficulties. According to Benter Gudu Oseno (2006:1), other challenges include shortage of time large number of students in the classroom hamper the use of more effective approach in teaching and mother tongue interference.

2.5.3. Teaching strategies

Teaching strategies also contribute to this problem as they are inadequate and they do not put emphasis on speaking. Each results in a meager development of speaking skill. Exposure to the English language is insufficient the lack of target language environment can be considered another problem which of course results in a lack of involvement in real life situations not following learners to participate in discussion can be another reason of speaking difficulties (Hittewood 1998)

2.5.4. Teachers Attitude

Kennedy (1996) say that change in the ELT materials and methods require a change in teachers attitudes and beliefs. According to (Lakacho Mulate, 2003:11-11) In the Ethiopian language teaching and learning context, the change in teaching materials by way of employing new syllabus and change in teaching approach has have not been paralleled by an attempt to achieve a change in implementation of teacher involved in implementation the curriculum innovation. Teaching materials are often given priority with large sums of money spent on developing books and insuring foreign expertise to prepare conference and work shop, Karvas (1996) and Nunan (1987) say that teachers feel oxide gap between theory and actual classroom practices. This is partly because teachers existing attitudes and beliefs are being largely neglected prior to or a long with the interdiction of a new approach. Because of one thing, knowledge is understood

as the development of belief and attitudes (Abiy, 2002. Fang (1996)

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Research Design

The study used descriptive research design to investigate the challenges of ATM in

teaching English speaking skills. Therefore, data were collected through the questionnaires, interview and classroom observation. To gather both quantitative and qualitative data, the researcher used mixed research approach.

3.2. Sources of Data

The researcher used both primary and secondary sources of data. Primary source of data were collected through questionnaire, interview and observation, where as Secondary sources of data were collected via literatures such as books, magazines, published and unpublished papers written about the study issue

3.3. Sampling Size and Sampling Techniques

The sample size of this study was 36 students who were selected by random sampling technique. The sample of the students was 50% students out of the total population of grade 10 A. In addition to this, 8 English language teachers, 100 percent of the existing population, were selected as sample population. Purposive sampling was used to manage the small size of teachers.

3.4. Data Gathering Instruments

Data were collected from the sample population through questionnaire and interview and classroom observation. Question was prepared in English language for both teachers and students. The teachers' questionnaire included both open-ended and close-ended items but only open-ended item were used for students to get valid and relevant data in case time consuming and in a less-expensive ways.

Structured interview was conducted to 8 English language teachers to collect relevant data from them about the issue under study in a face to face manner and to cross-check the data collected through questionnaire and interview, the researcher conducted class room observation using observation checklist that consist some observation criteria.

3.5. Data Collection Procedures

Questionnaire was duplicated and distributed to the respondents by giving brief and clear orientation to the respondents conceding how to fill the questionnaires appropriately. Interview was conducted with the teachers in the school at brake time and class room observation was under taken when students were learning English speaking skill in the classroom.

3.6. Methods of Data Analysis

The data collected through questionnaire were analysed quantitatively. That means they were discussed in table, figures and percentages were determined. The data collected through interview and classroom observation were described and discussed qualitatively.

4. DATA ANALYSIS AND INTERPRETATION

4.1 Analysis of teachers' questionnaire

Part one response on the opportunism of ATM to teach English speaking skill.

Table 1:- English language teachers' uses of ATM to teach speaking skill

No	Item	Attentive	No	%
1.	Do you use ATM to teach English speaking skill?	Yes	8	100%
		No	-	-
		Total	8	100%

As it has been seen in table1, all 8(100%) of English language teachers responded that they use ATM to teach English speaking skill. This data show that all English language teachers use ATM to teach speaking skill lesson.

Table 2: Frequency of using ATM to teach speaking skill

No	Item 2 how often do you use ATM to teach speaking skill?	Responses					
		(1) Always		(2) sometimes		(3) Rarely	
		No	%	No	%	No	%
1	Pair discussion	3	37.5%	4	50%	1	12.5%

2	Group work	3	37.5%	3	37.5%	2	25%
3	Problem solving method	2	25%	4	50%	2	25%
4	Brain storming	3	37.5%	3	37.5%	2	25%
5	Refection and evaluation	2	25%	4	50%	2	25%
6	Presentation	2	25%	5	62.5%	1	12.5
7	Question and answering	7	87.5%	1	12.5%		
8	Home work	8	100%				
9	Debate	2	25%	3	37.5%	3	37.5%
10	Drama	2	25%	2	25%	4	50%

As it was indicated in table 2, item 1, 3(37.5%) of teachers responded that they always use pair discussion to teach speaking skill and 4(50%) of responded that they sometimes use pair discussion as ATM technique to teach speaking skill while the remaining 1(12.5%) responded that they rarely use pair discussion technique to teach speaking skill This data revealed that the teachers use of pair discussion as ATM technique is not enough to teach speaking skill.

Item 2 of table 2 shows that of teachers responded that they always use group work as an active ATM to teach speaking skill 3(37.5%) replied that they sometimes uses group work while 2(25%) responded they rarely use group work technique to teach speaking skill from this data his language teachers lesson of group work as a technique of ATM to teach speaking skill is not adequate.

Item 3 of table 2 summarizes that 2(12.5%) of teachers responded that they always use problem solving method to teach speaking skill and equally 2(12.5%) replied that they rarely use problem solving method and 4(50%) of teachers responded that they sometimes use problem solving method to teach speaking skill. This data revealed that not all English language teachers use problem solving method as a technique of ATM to teach speaking skill.

According to table 2 item 4, equally 3(37.5%) of English language teachers replied that they always and sometimes use brainstorming technique of ATM to teach students speaking skill lessons 2(25%) responded that they rarely use brainstorming techniques to teach speaking skill. This data shows that English language teachers are not use brainstorming technique of ATM adequately to facilitate the teaching of speaking skill.

Table 2 item 5 reveals that 2(25%) of English language teachers equally responded that they always, and rarely use reflection and emulation technique of ATM respectively to teach speaking skill and 3(50%) of the teachers replied that they sometimes use reflection and evaluation technique of ATM to teach speaking skill. But, this technique is important to facilitate speaking skill, but English language teacher (not all of item) use it in every lesson.

According to table 2 item 6, 95(62.2) of teachers responded that they always use presentation technique of ATM to teach speaking skill and 2(25%) replied that they sometime use it as a technique and 1 (12.5%) responded that they rarely use presentation technique of ATM to teach students English speaking skill. This data show that not all English language teachers use this technique to the adequate extent.

Table 2 items 7 evaluated that majority 7(87.5%) of English language teachers always use questioning and answering technique of ATM to teach speaking lessons 1(12.5%) replied sometimes use this technique to teach speaking skill.

Table 2 item 8 shows that all 8(100%) of respondents replied that they use homework as a technique of ATM to teach speaking skill.

Item 9 of table 2 summarizes that equally 3(37.5%) of the teacher responded that they

sometimes and rarely respectively use debate as a technique of ATM to teach students speaking skill.

As it can be seen in item 10 of table 2, 2(25%) of English language teachers responded that they always use drama as an ATM and 2(25%) responded that they sometimes use drama as a technique of ATM to teach speaking skill 4(50%) of them replied that they rarely use drama as on ATM to teach speaking skill lesson. This data shows that the frequency of using drama as a technique is lessons it should be.

Table 3: Response on the challenges ATM in relation to English language teachers

N o	Item 3: Challenges of ATM on the part of English language teacher to teach speaking skill.	Responses					
		Agree		Disagree		Undecided	
		No	%	No	%	No	%
1	English language teachers' poor proficiency in speaking skill	4	50%	4	50%	-	-
2	The teachers' lack of practical experiences in using ATM	6	75%	2	25%	-	-
3	Lack of continuous training in the use of ATM for English language teachers.	7	87.5%	1	12.5%	-	-
4	Poor skill of English language teachers in implementing the techniques of ATM	5	62.5%	2	25%	1	12.5%
5	The influence of traditional teaching methods on English language teachers	6	75%	1	12.5%	1	12.5%

As it can be seen from the above table, 4(50%) and 4(50%) of English language teachers responded that the teachers agreed and disagreed poor speaking skill proficiency as a

challenge of ATM. But from this, English language teachers poor proficiency in speaking skill is a challenge of ATM during teaching English speaking skill.

As can be seen in table 3 item 2, the majority 6(75%) of the teachers responded that the language teachers' lack of practical experiences in using ATM to teach English speaking skill is a challenge while the remaining 2(25%) disagreed with this idea. Thus, English language teachers' lack of practical experiences in using ATM during teaching English speaking skill is the challenge of ATM.

Item 3 of table 3 shows that the majority 7(87.5%) of the teachers agreed that lack of continuous training for English language teachers one of a challenge of ATM in teaching English speaking skill while (12.5%) responded that they disagreed with this idea. From this data, it can be understood that lack of teaching for English language teachers in ATM is a challenge.

Item 4 of table 3 revealed that the majority 5(62.5%) teachers agreed that poor skill of English language teachers in implementing the technique of ATM is a challenge while (225%) and 1(12.5%) disagreed with this idea and undecided on it respectively. But this data shows that poor skill of the teachers in implementing the techniques of ATM effectively is one of the challenges of ATM in teaching English speaking skill lesson.

Item 5 of table 4 summarized that the majority 6(75%) of teacher replied that the influence of traditional teaching method is a challenge of ATM while 1(12.5%) disagreed and 1(12.5%) undecided on this idea. However, this, data revealed that the influence of the traditional teaching method (teacher centred method) is a challenge of ATM during using the method to teach English speaking skill lessons in the classroom.

Table 4: Challenge of ATM related to the learning environment

No	Item: What is the main challenge of ATM related to teaching English speaking skill?	Responses					
		1		2		3	
		No	%	No	%	No	%

1	Large class size	7	87.5%	1	12.5%	-	-
2	Lack of adequate teaching learning materials	7	87.5%	1	12.5%	-	-
3	Time shortage	4	50%	4	50%	-	-
4	Lack of adequate facilities (blackboard, adequate class size, seats ...)	5	62.5%	2	25%	1	12.5%

As it can be seen in table 4 item 1, 7(87.5%) of teachers responded that large class size is a challenge of ATM while 1(12.5%) disagreed with this idea. However, the data reveals that large class size is a challenge of ATM that hinders the effectiveness of teaching speaking skill in ATM.

As it can be seen from table 4 item 2, the majority 7(87.5%) and (12.5%) of teachers agreed and disagreed respectively that lack of adequate teaching learning materials as a challenge of ATM. However the data show that inadequate of teaching learning material affect the use of ATM to teach English speaking skill.

As it can be shown in table 4 item 3, 4(50%) of teachers agreed that time shortage is a challenge that affect the implementation of ATM to teach English speaking skill while the risk 4(50%) disagreed with this idea. But, time shortage contributes to the challenges of ATM to teach speaking skill.

According to the data in table 4 item 4, 5(62.5%) of teachers agreed that lack of adequate facilities is a challenge of ATM while 2(25%) disagreed this idea and 1(12.5%) undecided where lack of adequate facilities is a challenge or not of active teaching method. This data show that lack of adequate facilities like seats, blackboard, classroom size etc are challenges that effect active teaching method uses in teaching English language speaking skill

4.2 Analysis of student's questionnaire

Table 5: Students Responses regarding with whether they learn speaking skill practically or not

No	Item	Alternative	No	%
1	Do you learn speaking skill practically in the classroom?	Yes	4	14.3%
		No	24	85.7%
		Total	28	100%

According to table 1 item, 4(14.3%) of students responded that they learn speaking lessons practically in the class room. However, majority 24(85.7%) replied that they do not learn speaking skill lessons practically in the classroom. Thus, it can be said that the majority of students don't learn speaking lesson practically. These means that students lack chance to learn speaking lesson practically.

Table 6: Student's responses on the opportunities they get to learn speaking lesson in practice

No	Item	Alternative	No	%
2	Does your English language teacher give you chances adequately to practice speaking skill in the classroom?	Yes	2	7.7%
		No	26	92.3%
		Total	28	100%

Table 2 Summarizes students' responses regarding whether they get chance adequately or not to learn speaking lesson practically. In response, 2(7.7%) of students stated that they learn get chance to speaking lessons practically. But, majority 26(92.3) revealed that they do not get adequate chance to learn speaking lesson practically. Thus, it can be said that students lack adequate chance to learn speaking lessons practically.

Table 7 Students responses on the frequency of learning speaking skill practically (based on table)

No	Item	Alternative	No	%
3	How often do you learn speaking lessons practically in the classroom?	Always	-	-
		Sometime	1	25%
		Rarely	3	75%
		Total	4	100%

Table 3 shows that 1(25%) of students sometime learn speaking lesson practically. However, majority 3(75%) replied that they rarely learn speaking lessons practically. Thus, it can be said that students do not always learn speaking lessons practically.

Table 8: Students' responses towards their problems of learning speaking skill

.No	Item	Alternatives	No	%
4	Are there any factors that hinder you from learning speaking skill practically?	Yes	26	92.

				3%
		No	2	7.7%
		Total	28	100%

As it is revealed in table 4, majority 26(92.3%) of students responded that there are factors that hinder them from learning speaking skill practically. But 2(7.7%) stated that they do not have problem that hinder them that majority students have process that hinder them from earning speaking skill practically.

Table 9:- Students responses on the major challenges that hinder them from learning speaking skill practically

.N o	What is the major challenge that hinders you from learning speaking skill practically?	Responses					
		Yes		No		Total	
		No	%	No	%	N o	%
1	Lack of speaking skill proficiency	28	100	-	-	28	100
2	Lack of interest	6	21.4	22	78.6	28	100
3	Lack of practices	27	96.4	1	3.6	28	100
4	Fear and anxiety	25	89.3	3	10.7	28	100
5	Low self-confidence	24	85.7	4	14.3	28	100

								0
--	--	--	--	--	--	--	--	---

Item 1 table 5 revealed that lack of speak; 28(100%) of students said that lack of speaking skill proficiency is a factor that hinder them from learning speaking lesson practically. Thus, students lack of speaking skill proficiency effect the practical learning of speaking lesson.

In item 2(see table 5) it is disclosed that 26(21.4%) of students stated that lack of interest is a factor that hinder them learning speaking skill practically. However, 22(78.6%) said that lack of interest is not a factor that hinder them from learning speaking lessons. This show that lack interest is not a factors that affect learning speaking skill through active teaching method.

As can be observed in item 3 (see table 5), majority 27(96.4%) of students is said that lack of practices affect their learning of s peaking ski in ATM. However, 1(3.6%) replied that lack of practice is not a factors that hinder them from learning speaking skill practically. Thus it can be said that lack of practice is factors that hinder students from learning speaking skill practically.

Item 4 of table revealed that 25(89.3%) of students stated that feared activity is a factor that hinder them from learning speaking skill practically.

Besides item 5 of table 5 show that majority 24(85.7%) of students said that feared as low self-confide is factor that hinder them from learning speaking skill practically. However 4(4.8%) said for and activity is not a factor that hinder them from learning speaking practically. Thus, item be said that fear and activity hinder students from earning speaking skill practically.

Table 10 Students responses on their participation in the following speaking skill learning activities

.N	How often learn speaking skill through		Responses
----	--	--	-----------

o	the f/f activities?	Always		Sometimes		Rarely		Total	
		-	-	No	%	No	%	No	%
1	Narrating stories	-	-	2	7.7	26	92.3	28	100
2	Playing drama	-	-	3	1.7	25	89.3	28	100
3	Stories from text	-	-	7	25	21	75	28	100
4	Presenting your ideas	-	-	4	14.3	24	85.7	28	100
5	Debate on issue	-	-	2	7.7	26	85.3	28	100

Item 1 of table 6 revealed that 2(7.7%) of students said that they sometimes learn speaking skill by narrating stories but the majority 26(92.3%) said they rarely learn speaking skill by narrating stories. As can be seen in item 2 table 6, 3(11.7%) replied that they sometime learn speaking skill by playing drama. However, the majority 25(89.3%) responded that they rarely learn speaking skill by playing drama.

As revealed in item 3 of table 6, 7(25%) of students divulged that they sometimes recite poems and stories while 2(75%) said they rarely learn speaking skill through reacting poems and stories from text book. As can be seen in item 6(see table 6), 4(14.3%) of students said they learn speaking skill by presentation while the majority 24(85.7%) they rarely learn speaking skill through presentation. As seen in item 5 table 6, the majority 26(85.3%) of students stated that they rarely learn speaking ski by debate and 2(7.7%)

replied that they learn speaking skill through debate. Thus, it can be said that students do not learn speaking skill adequately by narrating stories, playing drama, reciting poem and stories from text book and presentation as well as by debating in a certain issue.

4.3 Analysis of Interview Responses

Concerning the ATM used, to facilitate students speaking skills learning, the majority of the interviewed ELT said that active teaching method facilitate speaking skill teaching learning process and said that ATM provide students to practice speaking skills through a variety of advantageous ways and allow students to feel free to speak English.

Challenges of active teaching method effect speaking skill teaching learning process in the classroom because they hinder students active participation in different speaking skill activities and require the teacher to be dominant actors unite teaching learning process as well as without chances of practicing speaking skill from students.

Regarding the effects of the active teaching method's challenge on students speaking skill development, the majority agreed that those challenges that hinder the implementation of ATM to teach speaking skill effectively affect students speaking skill development activates because those challenges hamper students from practicing the skill well.

In item of the importance of active teaching methods use to deliver speaking skill lessons well, almost all of the respondents said that ATM are helpful to facilitate the process of speaking skill teaching learning process because those method can easily motivate students learning interest and raise their participation and reduce the task burden of the teacher but allows the teacher to act as a facilitator, a manager of the lesson and also ATM helps students to get life-like experience through practical engagement in their learning

4.4 Discussion of observation

According the conducted classroom observation under taken while speaking skills

lesson is in the process, students' sitting arrangement during learning speaking skill was peer and group organization was not effective as well as the teachers classroom management was poor and hinder the ATM implantation to teach speaking skill.

The interaction among students and between students and English language teachers were poor as well as these was shortage of text books. Additionally, the classroom in terms of its size is not adequate so the classroom atmosphere to use ATM to teach speaking skill was not grad.

The number of students in totally as well as in group also students participation as well as time given to do speaking skill activities were challenging. There was few participatory exercise provided for students and the teacher encouragement and maturation level was low so the teacher can't use the opportunities that facilitate ATM to teach speaking skill was poor.

CHAPTER FIVE

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

Based on the findings obtained through the analysed data, the following conclusion were drawn Though English language teachers use active teaching methods to teach English speaking skill, there are some problems in terms of using the ATM (techniques). Most of the English language teachers sometime, use pair discussion, Group work,

brainstorming problem solving method, reflection and evaluation. The majority use presentation techniques very low.

The majority always use questioning and answering and homework ATM techniques to teach speaking skill.

Regarding the challenges to teach speaking skill, the major challenge were lack of continuous training for English language teachers in the use of ATM and English language teacher low practice experiences in using ATM as well as the influence of the traditional teaching method and poor implementation skill of English language teachers of ATM.

Large class size and lack of adequate teaching learning mentions as well as facilities are the major challenges of ATM to teach speaking skill. Absence of adequate practical time and chance for students is a challenge, students lack speaking skill proficiency low practice, fear and anxiety as well as low self-confidence hinders the use of ATM to teach speaking skill.

Low participation of students in the teaching learning process through narrating tables, playing drama, communicating with each other and with their teacher, reacting poems and stories from text books as well as debating on different issues are the challenges stem from students.

Lack of organized group and large class size are also the major challenges of ATM in teaching speaking skill lessons in the classroom effectively.

5.2. Recommendations

Based on the findings of the data and the conclusions drawn, the following recommendations were given.

English language teachers should be given continuous teaching (in-service) training that focus in updating and enriching their pedagogical knowledge and skills especially in relation to active teaching methods and in using (implementing) them effectively to teach (while teaching) English speaking skill,

ET should get ready to commit and to devote their time to use ATM while teaching speaking skills and other language skills and exert maximum effort to get better experiences through practicing active teaching methods continuously.

The school administrative bodies along with the community in collaboration with the Woreda education office should endeavour to reduce the challenges of ATM particularly those challenges related to the class size by building additional classes to accommodate students' number in the classroom and by providing adequate facilities to students and teachers.

Students should be made adequately aware of active teaching methods to the extent that enable them to identify their roles in earning English language skills in ATM and the merits of the method for their speaking skill improvement.

Curriculum designers should increase activities that are therefore convenient and inviting to use active teaching methods to teach speaking skills and increase teachers experience by providing them with continuous well-organized professional training.

All the concerned bodies who have responsibility to education such as administrative bodies of the school, supervisors and the Woreda education office experts should give high attention in following up supervising and monitoring the effectiveness of ATM implementation in the teaching learning process.

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Appendix A

WOLKITE UNIVERSITY

College of Social Sciences and Humanities

Department of English Language and Literature

Teachers' questionnaires

This questionnaire is prepared to collect data from teachers about to **investigate the challenges of active teaching method on speaking skill**, in teaching English language teachers, so I ask to give me data honestly and frankly. I assure you that this question used only for research purpose and kept confidentially.

Thank you!

Put a tick " ----" mark to show your choices

Part I: The impact of active teaching method in teaching English speaking skill.

1. Do you use ATM adequately while teaching English speaking lesson?

Yes No

2. How often do you use the following active teaching methods to teach English speaking skill?

	1 Always	2 Sometimes	3 Rarely
- Pair discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Problem solving method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Brain storming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		40	<input type="checkbox"/>

- Reflection and evaluation
- Presentation
- Questioning and answering
- Home work
- Debate
- Drama

Part II. Challenges of ATM to teach English speaking skill lessons

No	What are the major challenges of ATM to teach English speaking skill on the part of teachers?	1. Agree	2. dis agree	3. undecided
1	English Language Teachers' poor proficiency in speaking skill			
2	English language teachers lack of practical experiences in using ATM			
3	Lack of continues trending in the use of ATM for teachers of English			

4	Poor skill of English language teachers in implementing the techniques of ATM			
5	Influence of traditional teaching method			

1. Agree 2. Disagree 3. Undecided

4. Challenges of ATM while teaching English language speaking skill on the form the class room clearing environment:

No	Item 4 what are the main challenges of ATM that are related to the learning environment	1 Agree	2 dis agree	3 undecided
1	Large class size			
2	Lack of adequate teaching and learning materials			
3	Time shortage			
4	Lack of adequate facilities (black board, adequate class)			

5. How English language teachers facilitate the use of active teaching methods while teaching English speaking skill lesson (specify it)

6. What do you think that is/are expected from English language teachers and students to promote the use of ATM while teaching speaking skill?

Students' questionnaires

The purpose of this questionnaire is to collect data from students about the challenges of active teaching method on speaking skill, in case of Damot sore woreda,w/zone ,gununo high school.

I. Put atick " ✓ " mark to show your choices

1. Do you practically learn speaking skill adequately in the classroom?

2. Does your English language teacher give you adequate chance to practice speaking skill? Yes No

3. How often do you practically learn speaking skill?

Always Sometimes Rarely

4. How often do you participate followin vities?

	Always	Sometimes	Rarely
Narrate tables and stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
play drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
communicate in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recite poems and stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
from textbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debating on carter issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix B

Wolkite University

College of social sciences and humanities

Department of English language and literature

Interview for Teachers

This interview is prepared to collect data through interview about the challenges of ATM on speaking skill, in case of Damot sore Woreda, Gununo high school, to teach speaking skill and the impact of ATM on students speaking skill.

1. Do you think ATMs facilitates students speaking skill learning

Yes ----- No -----

2. If you say yes, how do ATMs promote students speaking skill

1. -----

2. -----

3. -----

3. Do you think active teaching methods affect the teaching learning process of English language?

Yes ----- No -----

4. If you say 'Yes' or 'No' specify the main reasons

5. Do you think active teaching methods affect students speaking skill development in English Language?

Yes ----- No -----

6. Do Active teaching methods facilitate English language speaking skill lessons delivery in the classroom?