





Ethiopian EFL teachers' classroom practice and learners' view on teaching and learning English speaking skill

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ABSTRACT

Communication capacity (Speaking skill) in English language education is a difficult task that needs effective guidance and sustainable practice. Therefore, this study aimed at exploring the Implementation of Teaching and Learning English Speaking Skills in Ethiopian EFL Classes. The design of the study was descriptive survey. There were 523 students included using a simple random sampling technique and 30 EFL teachers using an availability sampling technique. To collect data, questionnaire for students and Focus Group Discussions for teachers were used. Mixed method data analysis was used. The results showed that EFL teachers were not using different techniques to teach English speaking skills, and they were not making sustainable follow-ups on how learners performed. They also apply the teacher-centered method rather than the learner's method. Learners face challenges from their mother tongue's influence, lack of confidence, and fear of making a mistake. EFL teachers were also challenged by student-related problems like being disinterested in being involved in the actual teaching and learning actively, uncomfortably of the school compound, absence of well-equipped English mini-media, and the bulkiness of the textbook. Thus, EFL teachers should use various techniques, school administration should avail the resource and students should be participatory in their learning.



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1. Introduction

According to Asfaw [1], language learning is an active process by which human beings develop their language skills in order to use them effectively in their social life as well as their professional life. Whereas [2] noted that the teaching and learning of any language skill need the use of effective techniques and strategies. This is because of the role language plays in communicating one's own thoughts, opinions, information, and experiences. Speaking is one of the four language skills (reading, writing, listening, and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill [3]. Emphasized the role of speaking and argued as "speaking is used twice as much as reading and writing in our communication." Developing speaking skills is of vital importance in EFL programs. Nunan argues that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language [4]. As the demand for speaking skills increases day to day, the learners try to concentrate on these skills as communication is the main aspect of the present global market [4].

Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be. Currently, English in Ethiopia has become one of the basic criteria for employability and is thought of as the measurement of organizational and personal competence indicators [5]. Even it is very rare to find a vacancy in Ethiopia that couldn't require English language knowledge and competence. It has become an important asset for anyone seeking employment in business, industry, or technology in Ethiopia. Accordingly, the main aim of teaching English in secondary schools is to enable students to communicate in English so that they become able to cope with the challenges of higher education and enroll in different government and private sectors as well. Besides this, English is used at both public and private schools in Ethiopia. In Ethiopia, once the learners leave their educational institutions after they complete their studies, they cannot learn speaking skills in their daily life. This indicates that the teaching and learning of the English language is classroom dependent. Learning a language and getting mastery over speaking skills require regular practice and the classroom is the main platform to acquire all the skills that they need. Hence, it is the responsibility of the teachers to teach all the required skills, especially speaking skills, for the learners to develop their communicative competence and make them self-confident [6]. Despite this, there are a few things that require improvement by employing a variety of techniques and activities in teaching and learning. For instance, although the teachers have many opportunities to teach the language, it seems that they do not motivate their learners in oral communication skills. Teachers seem that they do not enable their students to practice their speaking skills in and out of the classrooms. The researchers assume that teachers still have problems related to limited implementation practicing of speaking skills and also have limitations in using various techniques/ strategies for teaching speaking skills.

2. Statement of the Problem

English Language speaking skills of secondary school students in an EFL context are not as competent as those of ESL or native speakers and this happens due to a lack of effective guidance and exposure for the learners. Ethiopian secondary school students most of the time showed weak oral communication competency in the classes and outside the classes, and based on the experience and belief of the researchers, secondary-level EFL teachers have a great knowledge gap with current theories of language teaching and learning which result in them not to use accelerated methods of teaching to teach various language skills in general and speaking skills in particular; therefore, a call for a careful investigation is needed in this area as English served as a medium of instruction in almost all level of education. In relation to English speaking skill in Ethiopia some studies have tried to address speaking skills, but none of them amalgamated teaching and learning at the secondary school level. Investigations on improving students' speaking skills have been issues for long years. As reported by Tamiru, most teachers in Ethiopian high schools are not proficient enough in English, which as a result, is the cause for the great majority of students' lack of basic language skills [7]. Gudu also conducted a study to find out the classroom activities used by teachers to promote learners' active participation in speaking lessons in eight secondary schools in Eldoret Municipality, Kenya [8]. The study found that there was variation in the use of classroom activities. For example, discussion was the most used classroom activity while oral drill was the least used, during classroom discussions, students' code switched to Kiswahili or Sheng due to low oral skills and teachers did not integrate various classroom activities in one lesson. Huang conducted related research on 'Teachers' and Students' Perceptions of Classroom Activities Commonly Used in English Speaking Classes [9].

The study found that teachers do not take students' perceptions and practices into consideration while designing classroom activities. Besides, some related research has been carried out in different local contexts. For example, Abdisa conducted research on the classroom practice of teaching speaking skills at Ayertena secondary school. His findings depicted inappropriate speaking techniques and procedures used [10]. Teachers were observed using the traditional way of teaching speaking which is dominated by reading model dialogues aloud. There has been little or no time given for modern speaking skills teaching techniques such as group and pair discussions, oral reports, drama, panel discussions, interviews, *etc.* Dereje also conducted a study on EFL Teachers' Practices and Implementations of Speaking Activities in Ethiopian English Textbooks [1]. This study focuses only on textbook implementation, and it hasn't seen the teaching method used by teachers and the challenges teachers and learners face while teaching and learning speaking skills in English. Furthermore, Sisay [11] and Amanuel [12] tried to identify the challenges English teachers face while teaching speaking skills and see what strategies teachers employ to promote speaking skills in the context of a large classroom. According to his findings, the challenges that hindered teachers in

implementing speaking activities were that classrooms were not convenient for pairs and group work. The chairs and desks were not moveable. Additionally, some teachers lack commitment and the failure of teachers and students to use different strategies to make the speaking classroom convenient and effective were some of them. Therefore, this study is different from the above global and local studies as the aforementioned researchers mostly focused on the practices, the classroom arrangements, the techniques, and the challenges used by the teachers. However, this research mainly focuses on the techniques that teachers use in and out of the classrooms. In relation to this, the researchers intend to identify how far teachers facilitate and enhance the learners' exposure to speaking ability outside the English classes. Thus, this study attempted to answer the following leading research questions; (1) What are the techniques that EFL teachers use while teaching speaking skills?, (2) To what extent do EFL teachers enhance learners' exposure while teaching speaking skills? (3) What are the challenges that students face in learning speaking skills?, (4) What are the challenges teachers faces while teaching speaking skills?

3. Method

3.1. Research design

Research design is the basic part of any research work where the researcher plans the methods and techniques of collecting and analyzing data. Accordingly, Kothari suggests that research design helps the researcher to advance planning of the methods to be adopted for collecting the relevant data and techniques to be used during data analysis [13]. Both quantitative and qualitative research approaches have been employed in this study so the research is conducted using a triangulation method. For this purpose, therefore, a descriptive research design was chosen as it is used to specify or describe a phenomenon without conducting an experiment [14]. This design integrates both approaches which complement each other to provide a much more detailed and comprehensive picture of what is going to be explored. This study was conducted at five woredas' of the Kafa Zone which are found in the southwest region. The researchers selected five secondary schools from the five woredas and collected data from grade 10 students and EFL teachers. This means grade 10 students and English language teachers from Tello, Decha, Bita, Shishionde, and Chena were selected randomly and took part in providing data for this study.

3.2. Participants

A total of 523 grade 10 students were selected using a simple random sampling technique and participated in filling questionnaire, and 30 EFL teachers who were selected using availability sampling techniques also participated in the current study, and they took part in focus group discussion (FGD). 6 English teachers from each school were involved in FGD. Grade 10 students were selected to take part in this study due to the reason that they have a perceived learning autonomy in self-expressing and evaluating their learning and their teacher's teaching style than that of lower grades. Therefore, an average of 104 students from one Woreda high school and a total of 523 students from five different schools were randomly selected and exposed to fill in a questionnaire. The participant's age ranged from 17 to 19. This is due to the fact that they are perceived as representative of the whole group of the population and it validated the generalizability of the total population.

3.3. Data Gathering Instruments

The researchers have adapted and developed two data-gathering instruments and used them to gather relevant data. Therefore a questionnaire that constituted three major parts and Focus group discussions (FGD) was used. The first part of the questionnaire with 12 items was adapted from [1], whereas the second and third part of the questionnaire was adapted from [15]. In order to maintain ethical consideration and get ethical consent, all the researchers took a letter from Bonga University research directorate and went to each schools and meet school principals for their willingness and cooperation. After assuring and getting the school principals, the researchers meet the class representative of each section and randomly select the participants from each section. After creating awareness about the purpose of the study both in the English language and Amharic, the researchers distributed questionnaire to 523 students and later collected a questionnaire from only 501. This means 22 students didn't give back the questionnaire and it was missing data. Similarly, the number of assigned English languages in each woreda and school were identified and met for their willingness and FGD was also conducted at each school.

3.4. Method of Data Analysis

The data collected from the student's questionnaire were first tailed and tabulated using SPSS version 23 and later presented using percentage, mean value, and standard deviation, and ultimately interpreted using the mean value of each item. The mean value was used on the basis of the responses of respondents to each item. Responses from the FGD were transcribed and discussed qualitatively on the basis of common themes. Therefore, the data were analyzed using both quantitative and qualitative methods. To measure the reliability of the questionnaire, it was entered into SPSS and calculated by Cronbach's alpha and confirmed for its reputability. Whereas to ensure the validity of the questionnaire and FGD questions, it was given to language teachers and experts for comments, and corrections to be made after a comment is given. A pilot study of the instrument was also made before the actual use for data collection.

4. Results and Discussion

With this section, the results of the research and comprehensive discussions can be presented in the form of tables and qualitatively to make it easily understandable by the reader. Therefore, the findings of this study are presented in table forms and interpreted in various forms following each table. Moreover, a discussion is also presented near the end of this section. This section presents the major findings of this study and compares them with national and international studies. The basic research questions were addressed, and the objectives were also met in this section.

4.1. What are the techniques that EFL teachers use in teaching English speaking skills?

As shown in Table 1, as to the respondent's response, the mean score of item number 9 is 3.88, and also the mean score of item number 1 is 3.51, and this result is in between (3.5 - 4.49) and the result is inclined to usually. Thus, an EFL teacher usually uses Debate and Discussions in the class to teach speaking skills. In response to items number 3 and 4, the mean score is 2.51. Additionally, the mean score for item number 7 is 3.21. This mean value is approached in between (2.5 - 3.49); therefore, the result is inclined to 'sometimes'. As a result, EFL teachers sometimes use Simulations and Information gaps such as sharing ideas with each other and interviewing respectively while teaching speaking skills. Moreover, the mean score of students' responses to items number 2, 5, 8, 10, 11, and 12 is 2.3, 2.2, 1.8, 2.17, 1.8, and 1.6 respectively. The mean score of all the items is found between (1.5-2.49) and the result is inclined to 'rarely'. Thus EFL teachers rarely use Role play activities, Brainstorming, Story completion/ sequencing, Picture describing, Finding the differences, and Language games respectively to teach speaking skills. Whereas in response to item number 6, the mean value is 1.4 which is less than 1.49, and this result is inclined to 'never'; as a result, EFL teachers never apply Storytelling as a technique while teaching speaking skills.

Table 1. The following table illustrates techniques that EFL teachers uses while teaching speaking skills

Items <i>Techniques EFL Teachers uses while teaching speaking skills:</i>	Response										N	Mean	Std. Deviation
	Always (5)		Usually (4)		Sometimes (3)		Rarely (2)		Never (1)				
	F	%	F	%	F	%	F	%	F	%			
Discussions	94	18.0	220	42.1	87	16.6	50	9.6	50	9.6	501	3.5150	1.19427
Role play activities	20	3.8	54	10.3	33	6.3	355	67.9	39	7.5	501	2.3234	.91172
Simulations	36	6.9	112	21.4	14	2.7	250	47.8	89	17	501	2.5130	1.21915
Information gap such as sharing ideas with each other	36	6.9	113	21.6	13	2.5	250	47.8	89	17	501	2.5150	1.22077
Brainstorming	50	9.6	-	-	25	4.8	383	73.2	43	8.2	501	2.2635	.98308
Storytelling	-	-	-	-	24	4.6	153	29.3	324	62	501	1.4012	.58027
Interview	84	16.1	25	4.4	312	59.7	82	15.7	-	-	501	3.2176	.91355
Story completion/ sequencing	-	-	-	-	141	27.0	154	29.4	206	39.4	501	1.8703	.82288
Debates	78	14.9	337	64.4	54	10.3	15	2.9	17	3.3	501	3.8862	.82282
Picture describing	12	2.3	16	3.1	51	9.8	391	74.8	31	5.9	501	2.1756	.69071
Find the differences	40	7.6	32	6.1	26	5.0	118	22.6	285	54.5	501	1.8503	1.25521
Language games	33	6.3	9	1.7	23	4.4	100	19.1	336	64.2	501	1.6088	1.10934
Valid N (list-wise)	501										95.8 (Total Percent of collected Data)		
Missed	22										4.2 (Total Percent of Missed Data)		

Scales <1.49= almost never (very slightly), 1.5-2.49= rarely (slightly), 2.5 - 3.49=Sometimes (moderately) 3.5 - 4.49=usually (highly) >4.5=always (extremely).

4.2. How often EFL Teachers Enhance Learners' Exposure While Teaching Speaking Skills?

Table 2 indicates how EFL teachers enhance learners' exposure to practice and develop their speaking skills. Accordingly, in response to item number 1, the mean value is 3.5 and its result is found in between (3.5-4.49). This means the score tends to 'usually'; therefore, EFL teachers usually encourage their students to participate in mini-media English programs. Moreover, the mean score of item number 2 is 3.17 which is bounded between (2.5-3.49) and its result is inclined to 'sometimes'. Thus, the result indicated that EFL teachers sometimes create room for debate during speaking class. Additionally, the mean score according to students' responses to items 3, 4, and 5 is 1.6, 1.6, and 2.1 respectively and this result is found in between (1.5-2.49) and its result is inclined to 'rarely'. Therefore, EFL teachers rarely prepare question-and-answer competitions both inside and outside the class room, Encourages students to engage in English clubs and rarely creates English club for students, and Establishes and helps students participate in English day while teaching speaking skills.

Table 2. The following table illustrates to what extent teachers enhance learners' exposure in implementing speaking skills.

Items	Responses										N	Mean	Std. Deviation	
	Always (5)		Usually (4)		Sometimes (3)		Rarely (2)		Never (1)					
	F	%	F	%	F	%	F	%	F	%				
Encourages students to participate in mini media English program.	106	20.3	219	41.9	41	7.8	91	17.4	44	8.4	501	3.5030	1.25160	
Creates room for debate during speaking class	20	3.8	200	38.2	176	33.7	60	11.5	45	8.6	501	3.1796	1.00383	
Prepares question and answering competition both inside and outside the classroom	37	7.1	17	3.3	18	3.4	94	18.0	335	64.1	501	1.6567	1.17894	
Encourages students to engage in English club and creates English club for students.	37	7.1	17	3.3	18	3.4	94	18.0	335	64.1	501	1.6567	1.17894	
Establishes and helps students to participate in English day	1	0.2	34	6.5	15	2.9	418	79.9	33	6.3	501	2.1058	.61220	
Valid N (list wise)	501				95.8 (Total Percent of collected Data)									
Missed	22				4.2 (Total Percent of Missed Data)									

Scales <1.49= almost never (very slightly), 1.5-2.49= rarely (slightly), 2.5 – 3.49=Sometimes (moderately) 3.5 – 4.49=usually (highly) >4.5=always (extremely)

4.3. What are the challenges that learners encounter while learning speaking skills?

Table 3 shows the challenges students face while learning speaking skills. Thus, according to learners' response to item number 1, 2, 3, 5, and 8, the mean score is 3.6, 3.9, 3.4, 3.6, and 4.3 respectively. The mean score of the items are founded between 3.5-4.49, and all the mean scores of the aforementioned items are inclined to 'agree'. This shows that EFL teacher does not put pressure on students to speak English in the classroom, students usually suffered from mother-tongue interference when they try to express their ideas in English, learners are poor at English and this results in them not speaking in English in the class even if they do not understand something, students fear to speak in English because they are shy, and they do not speak in class because of fear of making a mistake in their speech respectively.

Moreover, as to the student's response to items number 4 and 6, the mean score are 2.1 and 2.0 respectively, and the result of both items is therefore in between 1.5-2.49 and these results are inclined to 'disagree'; as a result, learners are not discouraged to speak at home when they were young because they were not always told to listen and not to speak when elders were talking, and they were not denied a chance to speak in English in the class as they disagree to the items. Whereas the mean score of item number 7 according to learners' responses are 3.1, and this result falls between 2.5-3.49 of which the result is inclined to 'undecided'. This indicated that learners were not sure whether the Activities in the textbook are unfamiliar to them during their speaking session.

Table 3. The following table illustrates the challenges that students face in learning speaking skills?

Items <i>Challenges students face while learning speaking skills</i>	Response										N	Mean	Std. Deviation
	Strongly Agree (5)		Agree (4)		Undecided (3)		Disagree (2)		Strongly Disagree (1)				
	F	%	F	%	F	%	F	%	F	%			
The teacher does not put pressure on students (me) to speak English in the classroom	109	20.8	256	48.9	45	8.6	50	9.8	41	7.8	501	3.6826	1.15977
I usually suffered from mother-tongue interference when I express my ideas.	251	48.0	120	22.9	31	5.9	30	5.7	69	13.2	501	3.9062	1.42730
Because I am are poor at English I would not speak in class even if there is something I do not understand.	73	14.0	250	47.8	64	12.2	78	14.9	36	6.9	501	3.4910	1.13420
At home when I was young, I was always told to listen and not to speak when elders were talking, so now I do not feel free to speak	18	3.4	65	12.4	103	19.7	119	22.8	196	37.5	501	2.1816	1.18699
I am afraid to speak because I am shy. This has always been with me.	72	13.8	256	48.9	120	22.9	53	10.1	-	-	501	3.6926	.84459
My Teacher does not give me a chance to speak in the class.	23	4.4	31	5.9	43	8.2	266	50.9	138	26.4	501	2.0719	1.00937
Activities in the textbook are unfamiliar to me during the speaking session.	59	11.3	110	21.0	215	41.1	86	16.4	31	5.9	501	3.1597	1.04233
I do not speak in class because I fear making a mistake in my speech.	331	63.3	81	15.5	53	10.1	26	5.0	10	1.9	501	4.3912	1.00132
Valid N (listwise)	501		95.8 (Total Percent of collected Data)										
Missed	22		4.2 (Total Percent of Missed Data)										

Scales <1.49= strongly dis agree, 1.5-2.49= disagree), 2.5 – 3.49=undecided 3.5 – 4.49=agree) >4.5=strongly agree

4.4. What are the challenges English Language teachers faces while teaching English speaking skills?

This section tries to present the challenges English language teachers face while they are teaching English speaking skills in the EFL context. In order to achieve this objective and as well as to partially substantiate data from students’ questionnaires, teachers’ FGD was held in five schools found in five woredas. This means one FGD group from one school found in one woreda Under the major objective of “What are the challenges English Language teachers face while teaching English speaking skills?” three leading FGD questions were formulated by the researchers in order to clearly address the problem, substantiate some data from the student’s questionnaire and achieve the intended objective, see Table 4. The three lead questions were; (1) What are the techniques that EFL teachers use in teaching speaking skills?, (2) What are the difficulties teachers’ faces in teaching speaking skills?, (3) How teachers enhance learners’ exposure while teaching speaking skills.

Table 4. The following table illustrates the number and name of woreda’s participated in FGD and their coding system

Woreda’s and school Name	School Name	Number of English Language teachers participate on FGD	Teachers Name Coding
Shishionde	Shishionde Secondary and Preparatory School	6	T1, T2, T3, T4, T5, T6
Bitu	Bitu Secondary and Preparatory School	5	T1, T2, T3, T4, T5,
Chena	Chena Secondary and Preparatory School	6	T1, T2, T3, T4, T5,T6
Tello	Tello Secondary and Preparatory School	7	T1, T2, T3, T4, T5, T6,T7
Decha	Decha Secondary and Preparatory School	6	T1, T2, T3, T4, T5, T6

4.5. What are the challenges you face in teaching English speaking skill?

English language teachers at different FGDs address various challenges that they encounter while teaching speaking skills. The challenges they addressed more frequently were summarized and categorized into three perspectives. The challenges are student perspective, teacher perspective, text perspective, and environment perspective.

1) Students' perspective

As to the data from FGD one the most challenges that teachers addressed were students' related problem. They said that students in English classroom specially in speaking session have low confidence to speak in English; they [students] assumed that other students might laugh at them if he/she makes a mistake in the class when they tries to speak in English. Lexical knowledge especially shortage of vocabulary in target language is another challenges that the students face to make dialogue with each other or with their teachers. Moreover, Fear and shyness is another challenge they face to speak in front of the students. The students use their first and second language when activities are given to discuss together rather than English language; so students preferences another challenges.

2) Teachers' perspective

They discussed some problem relating to teachers as follows. From Talo's FGD group T2 said "Sometimes, we teachers forget majority of the students and go with a few students those are active in participation; we forge majority of the students during this time they become silent and prefer to listen rather than to take part on the given activity. In short we do not facilitate the students effectively.

3) Text' perspective

Relating to students text book the teachers discussed about the bulkiness of the materials. The materials contains 12 units and the given time to accomplish the text is not used effectively because of local ceremony, day after and day before different holy days, pandemic disease like COVID-19. Unfamiliarity of some given activity is another problem they raised. Some of the activities provided on the student textbook are not familiar with the students; thus, the do not actively participate on the activities.

4) Schools/Environmental perspective.

The seating arrangements and its nature is not flexible to make group discussion face to face dialogue easily to move from place to place to facilitate groups or pair. They also discussed on environmental influences on teaching speaking skills. They said the students spend more time with the society where kafinoono and Amharic dominate the social interactions. They use these two languages in the society and they don't have chance to practice English language. And also there are no more exposures that make them to use the language.

4.6. What are the strategies that you use to overcome the challenges?

First, awareness should be made for the student based on the speaking skills. Then, they should be motivated to take part in speaking skills activities. They said teachers should creative and we should create participatory environment and give a chance equally and the students should participate in the given activities to improve their speaking skills. Student-centered activities should be employed. The students should participate in the given activities in order to improve the skills. They also said that if the classroom teachers are committed and use different strategies and techniques well in the speaking classrooms, they can surely improve our students' speaking skill. As language teachers, we have to be responsible to teach our students' speaking skills properly in the classroom and also we must flow their progress. To solve the problems they faced in teaching speaking skill classes, the teachers pointed out some solution. FGD from Shishionde said students should be aware about speaking skills and they should be motivated to take part in oral communication skills activities. The student should get chance to practice randomly so that they can prepare themselves as presenter. Giving time as they practice on tutorial class with some students then gradually, they can overcome their fear and practice in front of the normal class. FGD from Bitu High School said that speaking skills activities like language games, dialogue, role play, story- telling, feeling gaps, riddles, simulation and the like which are real life based should be presented in speaking class continuously relating with real life situation which make students more participant. FGD from Chena reflected that we teachers should work hard to improve our students' oral communication skills, students should be facilitated, guided, coordinated, appreciated, and awarded for their practices and also assessment should be given equally as other skills in order to drive attention of the students to use speaking skill in English so that they are more interested to learn the skills.

4.7. Do the students get exposure in the school compound and out of the school compound? What are the exposures they get? And how often they use?

FGD members discussed that the students get some exposure in and out of the school compounds as follows. Even though it not satisfactory, the school organized English club and some of the students and English teachers meet each other once a month and try to practice for 40-50 minutes. Another group added that we do have English day in the school and they can practice also but the matter is they do not get out of the school compound to practice outside of the school, because, the societies of the area use kafinono and Amharic mostly. They added the students from the town can get different exposure watching TV during English program, movies, listening radio, DSTV but they do not give attention to use the exposures to improve their speaking skill. Group from Decha said that there was English club and English day in the school but these are posted on the notice board and it is paper value; no more students practiced even the teachers and enforced the students to take part in activities like debating story telling presenting poem. Another FGD members said there was English Day in the school but the students are not interested to join the clubs they preferred another clubs like sport club. A few student joined the club with full interest but the others were enforced thus why they are not active participants. FGD members from Chena said that the club in the school held on the last period commonly when the students and the teachers are bored and their attention is to their home, thus why it is no more active. Additionally, they said as there is no English mini media in the selected school. Outside of school compound, the students from town get some exposure like TV English program Radio, DSTV, film and movies in English, but, more of our students come from rural area and they do not get any exposure.

In this section, the data that were collected from student's questionnaire and FGD were discussed under four major objectives in response to the four basic research questions. In doing so the major findings of the study were briefly discussed and substantiated by other study and recent literature studies depending on the following four themes; (1) What are the techniques that EFL teachers use while teaching speaking skills?, (2) To what extent EFL teachers enhance learners' exposure while teaching speaking skills?, (3) What are the challenges that students face in learning speaking skills?, (4) What are the challenges teachers faces while teaching speaking skills? The first research question was aimed to identify the techniques that EFL teachers use while teaching English speaking skills. The data from student's questionnaire and teachers FGD indicated that EFL teachers usually use Debate and Discussions while teaching English speaking skills, and they sometimes also uses Simulation, interview and information gap. By contrast EFL teachers rarely use role play, brainstorming, story completion, picture describing, finding the difference and language game while teach English speaking skills. In a detail discussion on FGD almost all teachers confirm that they are rushing to cover the portion of the textbook and learners are not willing to be actively involved on different techniques and that is the driving forces for them not to use all techniques of teaching speaking skills equally. Regarding this a study by [1] using students questionnaire, classroom observation and teachers interview indicated that EFL teachers do not use a wide variety of techniques while teaching English speaking skills and they rarely use questions and answers, dialogue and drills. Even teachers in this study context are grammar oriented and give much emphasis to the other skill than speaking. Therefore the study by [1] more likely in line with the current study finding which is conducted in five high schools found in different five woredas of Kafa zone.

The second research question was designed to know the extent at which EFL teachers enhance learner's exposure while teaching English speaking skills. The overall data from student's questionnaire obtained from five woredas high schools showed that EFL teachers usually encourage and even advice learners to participate in the English mini media. Whereas EFL teachers sometimes organize a debate, and they also very rarely organize question and answer, English club and English day. Moreover a data from FGD confirmed that EFL teachers usually tries to advice learners to participate in English mini media in their period, but teachers do not follow learners how much they are effectively participated and sometimes they also let students make a debate but when they have a time to do that only. EFL teachers in the FGD confirmed that due to the shortage of time and also due to the fact that they hold a number of sections they rarely prepare question and answer eventually. This means they in collaboration with school principals organize question and answer once a year only, but this is not always happen. They also organize and English at the beginning of the year and decided English day celebration, but they reason out that there is no sustainable follow up regarding the functionality of the organized club and day. The reason they indicated is that the volume of the textbook and the number of the sections they are assigned to teach cannot allow them to carefully apply means of enhancing learners exposure to English speaking skill even though they know how

much it is useful for learners. On this, in their literature review [16] points out that motivating, encouraging and exposing learner to various English communication and real life situation is a key for learners to developing their language skill. Thus, EFL teachers in the case of Ethiopia particularly to the context of this study have knowledge of the role of exposure and motivation, but they couldn't use their maximum effort to increase learner's exposure to the intended language as they use only some of the strategies of increasing learner's exposure. Moreover, Gathumbi specified that learners centered teaching like the use of storytelling, debate and discussion can solve the problem of inefficiency in English language ; however, the teachers of the current study use more of teachers centered classroom teaching style, and their practice are not concurrent to the issues recommended by Gathumbi, so their practice cannot enhance learners' exposure [17].

The third research question was formulated to spot out challenges students face while learning speaking skills. All data gathering tools obtained from five schools in five woredas indicated that learners in EFL context faces various challenges while learning English speaking skill, and some of the problems they faced were: their teachers do not continuously put pressure on them to speak in English both in and out of the classroom. Whenever they [learners] tried to speak in English, they are highly challenged by the interference of their L1 (mother tongue) and being poor in English language forced them to keep silent in and out the classes even though they have something to say and ask. The other is fear of making a mistake in their speech and not to be judged by their peer, and shyness and anxiety was also a great challenge for learners of the current study. In relation to this, a review by Jejo which focuses on pupil's communication interaction briefly discussed that anxiety, shyness and first language interference is the one challenge that hinders learners speaking or communication [18]. The data from high school teachers and students in the current research context also confirmed the points reviewed by Jejo *et al* [18]. This means not only pupils but also high school students face similar problem. Liu has also conducted a quasi-experimental research on the role of TED on decreasing anxiety during English speaking skill and he has found that the TED played a great role to minimize the anxiety during speech, so as anxiety is also a problem identified in the current study, the EFL teacher of the current study should use technology based education in order to increase learner's confidence and avoid anxiety [19].

The fourth research question was carried out to know the challenges teachers faces while teaching English speaking skills. This objective was answered by FGD data gained from 30 EFL teachers involved in FGD from five high schools found in five woredas in Kafa zone. The detailed discussion identified five distinguished factors that highly challenge EFL teachers while teaching English speaking skills. The first one is learner's oriented problem. EFL teachers reason out that learner in language classroom shy to speak in English as they fear of making a mistake. Low level of confidence and lack of lexical knowledge were also another students oriented problem challenged the teacher, and this problem led learners to shift the medium of instruction from English language to their mother tongue (L1) and unwillingness to participate in group work and doing another issues out of the topic given to them while they are ordered to perform group work in English. Regarding to this Alimorad recommended that in order to communicate successfully in English learners should possess a fair level of oral proficiency [20]. The students in the context of this research should fit the ideas recommended by Alimorad [20]. The second identified factor was teacher's oriented problem. This means due to large number of student in one class EFL teachers were not involving all students to participate in the class rather they rush with few participants' only. Teachers were not preparing themselves well for the speaking session and inclined to grammar. They most of the time cover the class on doing exam papers and questions focusing on grammar as it frequently appears on students' national examination. The third identified problem was school oriented factor. On this EFL teachers pin point that the sitting arrangement and the schools are comfortable to the teachers to teach speaking skills. For these they claimed that there are no good speakers in mini media and the mini-media is not equipped with sufficient materials, but it is composed of few outdated and nonfunctional tapes and cassettes. The classroom along with its chair is not comfortable for teachers to arrange the learners in interactive communicative environment as it is not movable. Moreover, the fourth identified challenges were text book oriented factors. On this EFL teachers affirmed that the textbook is too bulky and it is difficult to complete on the specified time. Some of the activities provided on the student textbook are not familiar with the students; thus, they do not actively participate on the activities. Finally, COVID-19 pandemic were also another challenges seriously affected teachers not to create interactive environment for student while teaching English speaking skill. In relation to the current study, a research finding conducted by Asfaw [1] in Gimbo secondary and preparatory school which is

geographically nearby the current research study area founded similar challenging factor and it is confirmed in this research as well.

Based on the major findings obtained from student's questionnaires and teachers FGD, the following significant recommendations are made for various contributing stake-holders; (1) EFL teachers of Kafa zone, south west Ethiopia should employ different strategies of teaching English speaking skills based on the needs and its significance in enhancing learner's communicative competence specifically English speaking skills. They should apply and follow communicative language teaching strategy so as to make the English speaking skill interactive successful; (2) Apart from providing advice for students, EFL teachers should identify learner's needs and establish well organized English mini media and should also celebrate English day to increase learners' exposure to the target language. In doing so, EFL teachers along with students should monitor, host and take part in mini media and English day, and must follow up its effectiveness for the department stream and committee; (3) Administrative body like school principals and education bureaus at woreda and zonal level should collaboratively work, and must establish e- learning platforms for teachers and learners in order to minimize student and teachers body contact during COVID-19 pandemic and maximize learner's exposure to technology based learning. The aforementioned stakeholders should hire and assign adequate competent English language teachers at all secondary level high schools found in south west Ethiopia particularly in Kafa zone so as to minimize teachers work load and help them carefully deliver the subject effectively; (4) EFL teachers of Kafa Zone should adjust their teaching style as teaching strategies in teaching English-speaking skills should use a student-centered approach instead of a teacher-centered one, and they must employ different technology based teaching and learning to motivate learners and minimize student's anxiety and increase their level of confidence to use English; (5) Students in EFL context at Kafa zone should be ready to involve themselves in any activities given to them and must meet the required language competence level. They should also speak freely without any fear of making a mistake and must have a knowledge that mistake is natural and common. Curriculum organizer should look again the content of grade 10 student's English textbook for its content and volume, and take into consideration to adjust the syllabus. Finally, for a future studies it would be good to see the role and impact of different strategies of teaching speaking skill on enhancing learner's communicative competence.

5. Conclusion

The primary purpose of this research was exploring the Implementation of Teaching and Learning English Speaking Skills in Ethiopian EFL Classes. The data were collected from EFL teachers and students that were teaching and learning at different five secondary high schools found in different woredas of South West Ethiopia particularly in Kafa zone. Therefore in conclusion we can say that EFL teachers of Kafa zone regarding the techniques they use while they are teaching English speaking skills is not inclusive and they use only one or two strategies like debate and discussions. This indicates that the actual classroom practices of EFL teachers at the intended schools are not participatory as they use few techniques. EFL teachers were not seen in using various techniques and this result the class to become teachers centered than that of student centered and their practice put a great impact on enhancing learner's communicative competence specially on speaking. Moreover, EFL teachers of Kafa Zone were not creating a good and participatory environment for their students always rather they wait for context to do so. This means apart from offering advice, EFL teachers in the intended schools were not following up their students and checked their students' progress. Even though there is a perceived English mini media and English day, it is not functional and it is not well equipped and also not hosted by English teachers. Additionally, there are a number of challenges learners' faces while learning English speaking skills. Students were not motivated and positively forced to speak in English inside and outside the classes by their teachers. They fear of making a mistake and shy to speak in English as speaking in English is sometimes recognized as a sense of boasting by their classmates. EFL teachers dominate the class with very few active or high achiever students and couldn't even remember the presence of medium and slow learners in the class, so their teachers teaching style is not participatory and inclusive for all students and this affect their involvement in the class. Learners face a great challenge from mother tongue (L1) influence every time they want to speak in English. Finally, not only students but also EFL teachers were influenced by various problems that forced them not effectively enhance learners exposure to English speaking skills. Some of the common challenges are: in Ethiopia grade 10 students are expected to take national examination, and

students most of the time need their teachers to do questions related to the exam than learning the intended lessons, and teachers most of the time spent their time on doing the exam paper, so this consume teachers time not to spent their time on teaching the intended language skills effectively. The length and the content of the book is not attractive and EFL teachers focus on trying to cover the overall chapter than giving careful emphasis on teaching English speaking skills effectively. Lack of interest from the students to participate in the class actively even if the teachers tries to participate them in the class, limited vocabulary knowledge they have and the absence of well-organized mini-media decrease learners exposure to the target language and those factors affected teachers practices. Furthermore, the COVID-19 pandemic were also another severe problem that closed teachers and learners contact, and the small number of teachers assigned to teach English in the Kafa Zone its work load on teacher to cover a number of sections they are assigned to teach couldn't permit them to focus on effective enhancement of learners communicative competence in English speaking.

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