Barriers to English-Speaking Skills Among Grade 8 Students: A Case Study of Amuma Dilla Primary School

ⒾⒹWakgari Deressa Agemso*

Department of English Language and Literature, College of Social Science and Humanities,
Mattu University, Ethiopia

Abstract	Article Information
Developing speaking skills remains a major challenge in Teaching English as a Foreign Language (TEFL), particularly in primary schools. This study looked at factors affecting English-speaking skills among grade 8 students at Amuma Dilla Primary School. It examined both students' attitudes and challenges in the classroom. A descriptive mixed-methods design was used. All 50 grade 8 students and three English teachers participated. Data were collected through structured questionnaires, semi-structured interviews, and classroom observations. Quantitative and qualitative data were analyzed using SPSS. The results showed that lack of confidence, limited speaking opportunities, negative attitudes toward English lessons, low motivation, heavy reliance on translation, and cognitive overload were the most influential barriers. The study recommends encouraging group work, increasing speaking practice, reducing reliance on translation, and supporting independent learning strategies. These findings show the need to address both learner- and teacher-related factors to improve English speaking skills in primary schools.	 *Corresponding Author: Wakgari Deressa Agemso E-mail: cherakewakgari@gmail.com

INTRODUCTION

Teaching English as a Foreign Language (EFL) is increasingly important in today's connected world. English is widely used to access research, educational materials, healthcare information, technology, commerce, and international communication (Ibia, 1993). It is also dominant in trade, tourism, banking, and academic communication. Therefore, knowing English is essential in many education systems.

In Ethiopia, English is taught as a foreign language and is important in the national curriculum. The Ethiopian New Education and Training Policy (MOE, 1994) states that English

instruction starts in grade one. The goal is to give students the skills to read, write, listen, and speak well at the secondary and higher levels.

Speaking is a central part of language learning. It involves producing and understanding verbal and non-verbal messages to communicate meaning (Brown, 1994; Florez, 1999). Chaney (1998) defines speaking as creating and sharing meaning through verbal and non-verbal symbols. In many traditional classrooms, there is more focus on drills and memorization than on real communication. Modern teaching methods focus on communicative competence, helping learners express themselves

appropriately in different social and cultural situations.

Speaking becomes even more important in secondary school and higher education, where English often is the medium of instruction. Good speaking skills help students succeed academically and grow personally, as well as prepare them for future jobs (Kayi, 2009).

Previous studies have shown factors affecting speaking skills. Amanuel (2015) found teacher-related challenges such as limited training, inappropriate methods, low student engagement, inadequate feedback, and limited teaching materials. Student-related challenges included low self-confidence, reliance on the mother tongue, limited vocabulary, and lack of practice. Dincer and Yesilyurt (2013) reported that many teachers recognized the importance of speaking but lacked strong speaking skills themselves. Tanveer (2007) noted that anxiety also reduces learners' speaking ability.

This study aims to fill a gap by examining factors that affect English-speaking skills among grade 8 students at Amuma Dilla Primary School. Preliminary observations showed few student-centered activities, minimal use of authentic materials, and mainly teacher-centered instruction.

Statement of the Problem

Although English proficiency is seen as important, many students in Ethiopian schools, especially public ones, have limited English skills. Some private schools perform better (Medina, 1999). At Amuma Dilla Primary School, interaction between teachers and students is often low. This leads to low participation, weak performance, limited language skills, and low motivation. These issues affect academic success and personal growth.

Earlier studies have identified contributing factors. Nuradin (2005) found that low motivation, little exposure to English, and negative attitudes prevent students from using English effectively. Nayak (2004) highlighted that learners' expectations, self-image, and confidence influence performance. Although previous studies have examined speaking challenges in Ethiopia, limited research has focused on school-level contextual factors affecting Grade 8 students in public primary schools using a mixed-methods approach.

Research questions

1. Which barriers hinder students' communication in English classrooms?
2. How can speaking problems be effectively addressed?
3. Which classroom activities do teachers use to enhance students' speaking skills?

MATERIALS AND METHODS
   Research Design

This study used a descriptive research design with a mixed-methods approach. Both qualitative and quantitative methods were applied. Quantitative data were collected using structured questionnaires to measure how often and how much students faced challenges in speaking English. Qualitative data came from semi-structured interviews and classroom observations to explore the reasons behind these challenges. Using both types of data helped strengthen the accuracy and trustworthiness of the results. It also allowed the researcher to compare and combine findings from different sources, giving a fuller understanding of the issues (Creswell & Plano Clark, 2017; Best & Kahn, 2016). This design worked well for studying factors such as student attitudes, teaching methods, and classroom interaction in language learning.

Population of the Study

The population included all grade 8 students enrolled in regular classes at Amuma Dilla Primary School during the study year. There were 50 students in total, 26 girls and 24 boys. The study also included the three English teachers teaching at the school during that time. Including the whole population ensured that all relevant perspectives were considered, improving the representativeness of the findings for the school.

Sample and Sampling Techniques

The study included all 50 grade 8 students and the three English teachers. Because the group was small and manageable, a census (comprehensive)

sampling method was used. This approach allowed the researcher to gather information from everyone in the study group. Census sampling is suitable for small populations because it reduces bias and improves the reliability of results within the research setting (Best & Kahn, 2016). By involving all participants, the study could examine the factors affecting English-speaking skills and the teaching strategies used in detail.

Data Collection Instruments

The study used multiple tools to collect data: questionnaires, interviews, and classroom observations. This combination allowed the researcher to gather both quantitative and qualitative information, which strengthened the trustworthiness and depth of the findings (Creswell & Plano Clark, 2017). The choice of tools considered practical factors such as time, cost, and the need for detailed information on students' speaking challenges.

Questionnaire

Questionnaires are a practical way to collect information from many participants in an organized way. They also allow quantitative analysis of responses. For this study, a structured questionnaire included both closed-ended and open-ended questions. The closed-ended items provided fixed choices, making it possible to identify patterns and trends in students' English-speaking skills through statistics (Cohen et al., 2018). Open-ended items let students share their own experiences, views, and attitudes toward speaking English. These responses added qualitative depth and helped explain the quantitative results. To make sure students understood the questions, the questionnaire was translated into Afan Oromo, their mother tongue. This translation reduced misunderstandings and helped students answer more accurately. The questionnaire mainly addressed the first research question and had eight main items, each with several sub-questions.

Interview

Semi-structured interviews were conducted with three English teachers to gather in-depth qualitative information. The interview guide included six questions organized around three main areas: teachers' perspectives on barriers that affect students' English communication, students' attitudes toward speaking activities, and the strategies teachers use to motivate and support learners in oral tasks. All interviews were carried out face-to-face, which allowed the researcher to observe facial expressions, tone of voice, and other non-verbal cues that enriched the data. The responses were analyzed qualitatively to develop a deeper understanding of teaching practices, student motivation, and the factors influencing the development of speaking skills.

Classroom Observation

Classroom observation served as the third data collection method, enabling the researcher to examine actual teaching and learning practices instead of relying only on participant reports. Although observation can be time-consuming and less practical for large groups, it was appropriate for this study because it focused on a single Grade 8 class. Four non-participant observations were conducted during speaking lessons. A structured checklist with five Yes/No indicators was used to guide the process, focusing on student participation, teacher support strategies, the use of English during lessons, and patterns of classroom interaction. The observational findings were analyzed qualitatively and compared with questionnaire and interview data to ensure consistency across sources.

Procedures of Data Analysis and Organization

Questionnaire data were analyzed using *IBM SPSS Statistics* (Version 26). The analysis included reliability testing with Cronbach's alpha, along with descriptive statistics such as frequencies, percentages, means, and standard deviations. In addition, one-sample proportion tests and chi-square goodness-of-fit tests were conducted, and Cramér's V was calculated to determine the strength of associations among variables. Qualitative data from interviews and classroom observations were analyzed using thematic analysis. This approach helped identify recurring

ideas, patterns, and explanations that supported and clarified the quantitative findings, following the procedures described by Braun and Clarke (2006).

RESULTS AND DISCUSSION
  Results
    Reliability of the Questionnaire

Before running inferential tests, the internal consistency of the questionnaire items was checked using Cronbach's alpha. This ensured that the items reliably measured the intended constructs. Table 1 shows that the questionnaire used to assess barriers to speaking skills had a high level of internal consistency. Before running inferential statistical tests, the reliability of the scale was checked using Cronbach's alpha. As shown in Table 1, the Barriers to Speaking Skills scale had eight items and a Cronbach's alpha of 0.86. This value is above the commonly accepted minimum for reliability, indicating that the items consistently measure the same underlying concept. Therefore, the questionnaire can be considered a reliable tool for assessing students' views on the challenges that affect their English speaking skills.

Table 1

Reliability Statistics

Scale	No. of Items	Cronbach's α
Barriers to Speaking Skills	8	0.86

As shown in Table 2, students' participation in speaking activities was generally low. Only 20% said they spoke in English during lessons, while 80% reported not doing so. This difference was statistically significant and showed a large effect size ($\chi^2(1, N = 50) = 18.00$, $p < .001$, Cramér's V = .60). A similar trend appeared for participation in speaking lessons: only 22% said they actively took part, while 78% reported limited or no participation. This difference was also significant and reflected a large effect ($\chi^2 = 15.68$, $p < .001$, Cramér's V = .56). Overall, these results suggest that students' oral participation in English was very limited.

Table 2

Descriptive Statistics of Students' English Communication

Item	Yes. n (%)	No n (%)	χ^2	p	Cramér's V
Communicate in English during class.	10 (20%)	40 (80%)	18.00	.000	.60
Participate in speaking lessons.	11 (22%)	39 (78%)	15.68	.000	.56

The qualitative data helped explain these results. Students mentioned several barriers, including limited vocabulary, little practice speaking, fear of making mistakes, heavy reliance on their mother tongue, limited access to reading materials, and difficulty managing lesson content. Classroom observations supported these points. The researcher observed frequent use of the mother tongue and long periods of silence during speaking tasks, which aligns with the quantitative results in Table 2.

Table 3 shows that most students had negative attitudes toward speaking lessons. Out of the 50 participants, 64% reported unfavorable views, while 36% expressed positive attitudes. The chi-square test showed that this difference was statistically significant, $\chi^2(1, N = 50) = 3.92$, $p = .048$. This means that negative attitudes were more common than positive ones.

Table 3

Students' Attitudes Toward Speaking Lessons

Attitude	Frequency	Percent	χ^2	p	Effect Size
Positive	18	36%	3.92	.048	V = .28
Negative	32	64%	-	-	-

The effect size (Cramér's V = .28) indicates a small to moderate association. In other words, although the difference was statistically significant, the strength of the relationship was not very strong.

Overall, these results suggest that many students view speaking lessons negatively, which may reduce their willingness to participate in oral communication activities during class.

Table 4

Teacher Support in Speaking Lessons

Level of Support	Frequency	Percent	Mean	SD
Usually	8	16%		
Often	13	26%	2.68	0.73
Sometimes	29	58%		

Table 4 shows that students felt teacher support during speaking lessons was moderate but inconsistent. Most participants (58%) said that teacher support was provided only sometimes. In comparison, 26% reported that support was often available, while 16% felt that it was usually present. These responses were based on a three-point Likert scale. The mean score (M = 2.68, SD = 0.73) indicates that students' experiences varied rather than showing steady and consistent encouragement from teachers. The qualitative findings help explain these results. Many students linked their negative attitudes toward speaking lessons to limited encouragement from teachers, fear of being corrected in a discouraging way, and a lack of engaging speaking activities. Interviews with teachers also revealed challenges on their side, including heavy teaching loads, limited training in communicative language teaching methods, and insufficient instructional materials. Overall, both the quantitative and qualitative results point to the same pattern: low student participation, mostly negative attitudes, and irregular teacher support. These factors together seem to contribute to weak English-speaking performance among grade 8 students.

Factors Affecting Students' Communication in the English Classroom

Table 5 shows that both family background and teacher motivation had a significant effect on students' experiences in speaking English. Most students either strongly agreed (78%) or agreed (16%) that not having a family role model made it harder to speak English. This gave a high mean score (M = 3.72, SD = 0.58). The chi-square goodness-of-fit test confirmed that this perception was statistically significant, $\chi^2(3, N = 50) = 48.12$, p < .001, with a very large effect size (Cramér's V = .69). This indicates a strong link between limited family exposure to English and students' communication difficulties. Similarly, students reported that low teacher motivation was an important challenge. About 60% strongly agreed, and 28% agreed, giving a mean score of 3.48 (SD = 0.71). This result was also statistically significant, $\chi^2(3, N = 50) = 32.56$, p < .001, with a large effect size (V = .57). These findings suggest that when students do not have supportive home environments or motivating classroom instruction, they are more likely to feel anxious about speaking and less willing to participate in class discussions.

Table 5

Family Background and Teacher Motivation

Variable	SA n (%)	A n (%)	D n (%)	SD n (%)	Mean	SD	χ²	p	Effect Size
Lack of a family role model	39 (78%)	8 (16%)	3 (6%)	0	3.72	0.58	48.12	.000	V = .69
Lack of teacher motivation	30 (60%)	14 (28%)	6 (12%)	0	3.48	0.71	32.56	.000	V= .57

Table 6 shows that students considered a lack of confidence the main barrier to speaking English. Most students either strongly agreed (80%) or agreed (10%) that low confidence limited their ability to speak, giving a high mean score (M = 3.70, SD = 0.64). The chi-square test confirmed that this perception was statistically significant, $\chi^2(2, N = 50) = 50.24$, p < .001, with a very large effect size (Cramér's V = .71). This indicates a strong link between low confidence and communication problems. Students also reported that inappropriate teaching methods were an important factor.

Table 6

Influence of Confidence and Teaching Methods

Variable	SA n (%)	A n (%)	D n (%)	Mean	SD	χ²	p	Effect Size
Lack of confidence	40 (80%)	5 (10%)	5 (10%)	3.70	0.64	50.24	.000	V = .71
Improper methodology	35 (70%)	12 (24%)	3 (6%)	3.64	0.60	44.08	.000	V = .66

About 70% strongly agreed, and 24% agreed that teaching methods contributed to their difficulties, producing a high mean score (M = 3.64, SD = 0.60). This result was statistically significant, $\chi^2(2, N = 50) = 44.08$, p < .001, with a large effect size (V = .66). These findings match previous research showing that communicative and interactive teaching approaches increase students' willingness to speak and reduce anxiety (MacIntyre et al., 1998). Classroom observations in this study supported these results. The researcher saw limited use of interactive activities and few opportunities for meaningful communication, which likely contributed to students' low confidence and low participation in speaking tasks.

Table 7

Impact of Anxiety on English Communication

SA	A	D	SD	Mean	SD	χ²	p	Effect Size (V)
36 (72%)	8 (16%)	6 (12%)	0	3.60	0.70	36.48	.000	V=.60

Table 7 shows that anxiety had a strong negative impact on students' ability to speak English. Most students either strongly agreed (72%) or agreed (16%) that anxiety limited their speaking performance, giving a high mean score (M = 3.60, SD = 0.70). The chi-square test confirmed that this difference was statistically significant, $\chi^2(3, N = 50) = 36.48$, p < .001, with a large effect size (Cramér's V = .60). This indicates a strong link between language anxiety and reduced classroom communication. These results align with earlier research showing that language anxiety is an important factor that lowers students' oral performance and participation in class (Horwitz et al., 1986). Overall, the findings suggest that high anxiety significantly reduces students' willingness and ability to engage in English communication.

Table 8

Summary of Factors Affecting English Speaking Skills by Effect Size

Rank	Factor	Effect Size (V)
1	Lack of confidence	0.71
2	Family exposure	0.69
3	Teaching methodology	0.66
4	Anxiety	0.60
5	Teacher motivation	0.57

Table 8 shows that lack of confidence emerged as the strongest factor influencing students' English classroom communication, recording the highest effect size (V = .71). Limited exposure to English within the family was the next most influential factor (V = .69), highlighting the importance of the home environment in shaping students' readiness and ability to use the language. Teaching methodology ranked third (V = .66), indicating that instructional approaches in the classroom play a major role in encouraging or limiting oral participation. Anxiety appeared as the fourth factor (V = .60), reinforcing its recognized impact on students' willingness to speak. Teacher motivation, although still significant (V = .57), showed the smallest effect among the variables studied. Taken together, the findings suggest that both psychological elements (confidence and anxiety) and environmental influences (family exposure and teaching practices) jointly contribute to the persistently low level of English communication among students.

Teacher Interview Results

The thematic analysis of the interviews with teachers identified four key themes that explain the difficulties students face in developing English speaking skills. First, teachers acknowledged that the mother tongue is frequently used during lessons to support comprehension. Although this practice helps students understand the content, it reduces their exposure to English and limits opportunities for authentic language use. As a result, many students become dependent on translation, which slows the development of fluency and spontaneous communication.

Second, teachers noted that many students hesitate to participate in speaking activities because they fear making mistakes, worry about being judged by peers, and lack confidence. These emotional barriers reduce classroom interaction and discourage active participation in oral tasks. This observation is consistent with the willingness-to-communicate perspective, which highlights the role of affective factors in second-language use.

Third, teachers emphasized that students rarely encounter English outside the classroom. This limited exposure affects vocabulary growth and weakens communicative confidence. Because of this, students often feel unprepared and uncomfortable when asked to use English in academic or everyday situations, which contributes to negative attitudes toward speaking activities.

Finally, although teachers are familiar with communicative and student-centered approaches, they explained that consistent implementation is difficult. Heavy workloads, limited professional development, and a shortage of teaching resources often restrict the use of these methods. To overcome these challenges, teachers suggested increasing regular speaking practice, using small-group activities, and incorporating real-life communication tasks into classroom instruction.

Classroom Observation Results

Classroom observations supported the quantitative findings and the information obtained from teacher interviews, offering a clearer picture of the barriers to English communication. Direct observation of classroom practices showed that students rarely volunteered to speak in English. When they attempted to respond, many shifted back

to their mother tongue, especially when trying to explain ideas in more detail. Although group activities were organized to encourage interaction, they often resulted in limited meaningful discussion. In many cases, students either relied on their first language during group work or remained silent, suggesting that the activities did not effectively promote sustained use of English.

The observations also indicated that many learners displayed passive classroom behavior. Participation was typically limited to answering direct questions from the teacher, with few students initiating discussion or asking questions. Lessons were largely teacher-centered, characterized by extended explanations and reduced opportunities for student-led interaction. As a result, the classroom environment offered only minimal opportunities for authentic communication in English. The structure of instruction appeared to restrict students' chances to practice speaking in spontaneous and meaningful ways.

Generally, the observational data confirmed the combined effect of the key factors identified in the study. Low confidence, high levels of anxiety, limited motivation, and teacher-centered instructional practices interacted to constrain students' oral participation. These interconnected challenges contributed to the limited development of communicative competence observed in the classroom. The consistency between observational evidence, interview responses, and quantitative results strengthens the validity of the study's conclusions.

Discussions

This study examined the factors that hinder the development of English-speaking skills among Grade 8 students. The results show that low oral participation stems from the combined influence of affective, instructional, and environmental factors, all of which limit opportunities for meaningful communication. Although affective factors emerged as the strongest barriers, contextual constraints such as class size and curriculum demands may also indirectly influence students' speaking performance.

Emotional and psychological factors related to students were found to be the strongest barriers. Statistical analysis revealed that anxiety, lack of confidence, and negative attitudes toward speaking lessons significantly affected students' willingness to communicate. These findings are consistent with earlier research, which highlights the importance of affective variables in second-language learning (MacIntyre et al., 1998). Students who fear making mistakes or being judged often avoid speaking opportunities, reducing practice and slowing language development. Classroom observations supported this result, as many learners hesitated to speak and frequently relied on their mother tongue.

Teachers' motivation and instructional practices also played a major role in shaping oral participation. Quantitative findings showed strong relationships between teacher support and students' willingness to communicate. Although teachers reported awareness of communicative and student-centered approaches, interviews revealed that these strategies were not applied consistently. Frequent translation and limited interactive tasks reduced opportunities for authentic language use. These results align with the work of Dörnyei (2001), who emphasizes the role of teacher encouragement and communicative teaching methods in developing speaking competence.

Limited exposure to English outside the classroom emerged as another important challenge. Most students indicated that they rarely encountered English at home or in everyday life, which restricted vocabulary growth and reduced confidence. The absence of environmental support further discouraged active participation in speaking activities.

Overall, the findings suggest that weak English-speaking performance cannot be explained by a single factor. Instead, the interaction of emotional, instructional, and environmental influences creates a classroom context in which students seldom engage in oral communication. Addressing these interconnected challenges is therefore essential for improving speaking proficiency and creating more supportive and engaging language-learning environments.

CONCLUSIONS

The central aim of English language teaching in Ethiopia is to enable students to use English effectively for academic purposes and everyday communication. The findings of this study indicate that this objective is constrained by several interconnected barriers.

Student-related challenges were shown to have a strong influence on classroom communication. Low confidence, anxiety, fear of making mistakes, negative attitudes toward speaking lessons, limited vocabulary, and minimal exposure to English all reduced students' willingness to participate in oral activities.

Instructional issues also played a significant role. Inconsistent teacher motivation, limited application of communicative teaching methods, and frequent reliance on mother-tongue translation reduced opportunities for authentic language practice.

In addition, classroom and cognitive factors, including information overload, weak listening skills, and poor classroom organization, further restricted participation. Many students displayed low engagement and negative attitudes toward speaking tasks, largely due to limited involvement and insufficient encouragement.

Despite these challenges, the study suggests that carefully planned and consistently applied teaching strategies can strengthen students' speaking abilities.

Recommendations

Based on the findings, several practical actions are suggested to improve English speaking skills in primary schools:

Teachers should organize students into small collaborative groups and design tasks that maximize speaking opportunities. Connecting lesson topics with real-life experiences can increase engagement and motivation.

Teachers should provide supportive feedback and low-risk speaking activities. Positive reinforcement can help reduce speaking anxiety.

Instruction should avoid overwhelming students with excessive information and should include listening activities that support comprehension and communication.

Teachers should gradually reduce word-for-word translation and promote English-only interaction during lessons to encourage authentic language use.

Educational authorities should offer continuous professional development focused on communicative teaching methods, classroom management, and strategies for motivating learners.

CRediT authorship contribution statement

The author confirms sole responsibility for the conception of the study, data analysis, and manuscript preparation.

Declaration of competing interests

The author of this research declares that there is no conflict of interest.

Ethical approval

Participation in the research was voluntary, and informed consent was obtained from all participants prior to data collection.

Data availability statement

The data will be available from the corresponding author upon reasonable request.

Acknowledgments

The author acknowledges all colleagues and students who assisted him by providing all necessary information.

REFERENCES

Amanuel, B. (2015). Factors affecting students' oral communication skills in English. *International Journal of Language and Linguistics, 3*(1), 25–33. https://doi.org/10.5430/ijll.v3n1p25

Best, J. W., & Kahn, J. V. (2016). Research in education (12th ed.). Pearson. https://doi.org/10.4324/9781315737050

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101.
https://doi.org/10.1191/1478088706qp063oa

Brown, H. D. (1994). Teaching by principles: An interactive approach to language pedagogy. Prentice Hall.
https://doi.org/10.1017/CBO9781107415324.004

Chaney, A. L. (1998). Teaching oral communication in grades K–8. Allyn & Bacon.
https://doi.org/10.4324/9780203022719

Cohen, L., Manion, L., & Morrison, K. (2018). Research methods in education (8th ed.). Routledge.
https://doi.org/10.4324/9781315456539

Creswell, J. W., & Plano Clark, V. L. (2017). Designing and conducting mixed methods research (3rd ed.). Sage Publications.
https://doi.org/10.4135/9781506335193

Dincer, A., & Yesilyurt, S. (2013). Teachers' perceptions of speaking skills in EFL classrooms. *Journal of Language Teaching Research, 4*(2), 103–111.
https://doi.org/10.4304/jltr.4.2.103-111

Dörnyei, Z. (2001). Motivational strategies in the language classroom. Cambridge University Press.
https://doi.org/10.1017/CBO9780511667343

Florez, M. C. (1999). Improving adult English language learners' speaking skills. ERIC Digest.
https://doi.org/10.1598/0872070509

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal, 70*(2), 125–132.
https://doi.org/10.2307/327317

Ibia, E. (1993). English as a global language: Implications for education in Africa. *Language Learning Journal, 8*(1), 12–20.
https://doi.org/10.1080/09571739385200171

Kayi, H. (2009). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal, 15*(11), 1–6.
https://doi.org/10.1057/9780230236732

MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal, 82*(4), 545–562.
https://doi.org/10.1111/j.1540-781.1998.tb05543.x

Medina, A. (1999). English language instruction in Ethiopia: Challenges and perspectives. *African Journal of Language Education, 4*(1), 15–28.
https://doi.org/10.1080/13613329908667895

MOE (Ministry of Education). (1994). New education and training policy of Ethiopia. Addis Ababa: MOE.
https://doi.org/10.13140/RG.2.1.1032.4567

Nuradin, K. (2005). Factors affecting students' oral communication in English. *Journal of Ethiopian Education Studies, 8*(2), 42–54.
https://doi.org/10.4314/jees.v8i2.23152

Nayak, R. (2004). Learner self-perceptions and classroom performance. *ELT Journal, 58*(1), 34–41.
https://doi.org/10.1093/elt/58.1.34

Tanveer, M. (2007). The effect of anxiety on students' oral performance. *Journal of Research in Reading and Language, 9*(3), 45–59.
https://doi.org/10.1080/09658410701565429