

FULL-LENGTH ARTICLE**Instructional Challenges in Teaching English Speaking Skills via Communicative Language Teaching in Kindo Koysha Woreda Secondary Schools**Meshesha Make^{1*} and Akililu Ejajo²¹Wolaita Sodo University, Wolaita Sodo, Ethiopia, P.O.Box: 138²Bellie Secondary School***Corresponding author:** mesheshamake46@gmail.com**ABSTRACT**

The purpose of this study was to assess instructional challenges that obstruct the teaching of English speaking skills via communicative language teaching in Kindo Koysha Woreda secondary schools. The study employed a descriptive research design and mixed methods approach. The study used the entire population as participants of the study because of their manageable number. Accordingly, 31 English language teachers were used as the participants of the study. Questionnaires, semi-structured interviews and classroom observations were used as tools of data collection. The data were analyzed both quantitatively and qualitatively. The results of the study indicated that the challenges of teaching speaking skills via communicative language teaching emerge from three major sources: students, teachers and instructional materials. Therefore, it is recommended that teachers should be given pertinent training in communicative language teaching, students should be motivated to continuously practice spoken English and curriculum designers and material writers should develop relevant and authentic speaking lessons to be taught via communicative language teaching.

Key Words: Challenges, Communicative language teaching, Instructional materials, Speaking skills

INTRODUCTION

Communicative Language Teaching (CLT) refers to both processes and goals in the language classroom. The central goal of CLT is communicative competence and the term was introduced into discussions in the arena of foreign language (FL) education in the early 1970s (Richards & Rodgers, 2001). CLT recommends various learning opportunities that motivate learners to use English in a given context. According to Harmer (1991), CLT introduced new teaching methods creating diversified teaching processes. It suggests that teachers should use various resources to help students develop communicative skills, which is another manifestation of the diversity of teaching opportunities. For example, English teachers can use pictures to promote group discussions, thereby helping students understand the information and cultural background of various topics.

In addition, CLT is concerned with the communicative functions of a language. It is considered as a successful language teaching method when compared to its variants such as grammar translation method, audio-lingualism, psuggestopedia and the like (Richards & Rodgers, 2001). It gives proper attention to the teaching of all language

skills: reading, writing, speaking and listening (Ellis, 1994). Concerning this, Larsen-Freeman and Anderson (2011) state that in a communicative language class, teachers are expected to actively engage their students in communicative tasks to negotiate meaning.

However, majority of English teachers do not actively engage their students in communicative tasks when teaching the language. They simply teach grammar with the assumption that it helps the students to know the rules of the target language. In doing so, the teachers help their students know language rules rather than succeed in the immediate applicability of the target language in a given context.

Speaking is one of the basic language skills that need proper implementation of CLT in teaching it. However, the researchers noticed that there has been a wide gap in the teaching of speaking skills via CLT in Ethiopian secondary schools in general and Kindo Koysa woreda secondary schools in particular. Based on the researchers' observation, these gaps include teachers' professional incompetence for proper implantation of CLT, students' lack of motivation for learning speaking via active engagement and the incompatibility of instructional materials for appropriate implementation CLT in speaking classroom.

As the result of the aforementioned and other related factors, English language teachers have been undervalued the role of speaking in our communication process and have continued to teach it just as a repetition of drills or memorizations of dialogues. However, today's world requires that the goal of teaching speaking is to improve students' communicative skills because only in that way students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance (Harmer, 1991). In other words, learning English to improve oral proficiency does not mean learning for making grammatically correct sentences; rather it means developing the ability to use the language for various communication purposes.

Therefore, English teachers are expected to teach their students speaking skills by engaging them in different categories of communicative activities via CLT. They have to secure a safe environment for the learners to talk, providing them with the social context that requires learners to communicate in English. In line with this, the researchers of this study realized that it needs to empirically assess instructional challenges that obstruct the teaching of speaking skills via CLT and then recommend scientific measures that will be used as solutions for the problem. Accordingly, the aim of this study was to assess instructional challenges that obstruct the teaching of English speaking skills via communicative language teaching in Kindo Koysa Woreda secondary schools mainly the instructional challenges that emerge from students, teachers and instructional materials in teaching English speaking skills via CLT.

MATERIALS AND METHODS

Research Design

The researchers selected a descriptive research design for this study based on the nature of their research problem, the objectives of the study and the researchers' personal experiences (Creswell, 2012). Besides, the design was chosen with the rationale that this study needs a description of the phenomena. Moreover, this design is also selected with the understanding that it is helpful to identify and describe the challenges of

implementing CLT in teaching speaking skills in Kindo Koysha Woreda secondary schools and then to recommend the measures that will be taken to change the current situation for proper implementation of CLT in speaking classroom. It also helped the researchers to make investigation and narrations of events regarding teaching speaking skills via CLT and drawing of conclusions based on the information obtained from the target population.

Research Approach

For this study, the researchers employed a mixed methods research approach. When mixed methods approach is used, the overall strength of a study is greater than either the qualitative or quantitative approach alone (Creswell, 2009). Moreover, the advantage of the mixed methods approach is the potential for gaining a fuller, richer and more complete understanding of research questions by combining both qualitative and quantitative perspectives. Among the many models of mixed methods approach, the researchers used the descriptive sequential mixed-methods approach. This is because descriptive sequential mixed methods are helpful to first collect quantitative data, analyze them and then build on the results to explain and integrate more detailed discussion using qualitative data. It is considered sequential because the initial quantitative point is followed by the qualitative parts and this integration provides a better understanding of the research problem than either of each alone (Creswell, 2009).

Research Setting

The study was conducted in Kindo Koysha woreda secondary schools. The town of the woreda, Bellie is located 36 kms from the zonal town of Wolaita Zone, Sodo. Kindo Koysha is among sixteen (16) woredas in Wolaita Zone. The major economic activities of the woreda are mixed agriculture and trade. According to Woredas Education Office report of 2020, the total number of primary and secondary school teachers was 702. The Woreda had 44 primary schools and 4 secondary schools; a total of 48 schools. The 4 secondary schools are Bellie, Oydu Chama, Gurumo Hanaze and Sorto secondary schools. Bellie secondary school started its teaching and learning process in 1971 with the help of Italians. Oydu Chama and Gurumo Hanaze secondary schools started their teaching and learning process in 2016 as the government's response to the communities' requests. Sorto secondary school started its teaching and learning process in 2019 with the help of Link Community Development (a non-government organization). All the above secondary schools are governmental schools. Thirty one English language teachers were teaching English in the four secondary schools. Among them, 5 were MA degree holders in Teaching English as a Foreign Language (MA in TEFL) and 26 were BA degree holders in English Language and Literature (BA in English). All of the teachers speak three languages: Wolaita, Amharic and English. These schools were selected as settings of the study because the researchers had got enough chances to critically observe the problems of teaching speaking skills via CLT in English classrooms.

Research Participants

To achieve the objectives of the study, all (31) English language teachers of the four secondary schools in Kindo Koysha woreda were selected. Hence, the study population consists of 31 English language teachers in the year 2020. These researchers used all of them as their study participants with the understanding that their number is small and manageable for this study.

Sampling Techniques and Sample Size

The total population of this study was 31 English language teachers of Kindo Koysa woreda secondary schools. The researchers used the entire population as their study subjects without any sampling because of the small and manageable population. As Evan (2017) states, very small populations (50 or less) do not require sampling for a scientific study to achieve accuracy and there is a limit to accuracy when dealing with small populations via sampling.

Data Collection Instruments

The researchers used three tools of data collection for this study. These are questionnaire, semi-structured interview and non-participant classroom observation.

The questionnaire is a popular means of collecting all kinds of data for educational research to understand certain conditions of individuals or groups. Besides, it is a suitable tool for large-scale inquiry. The reason behind using a questionnaire is that it gives enough time for the respondents to read and give well-thought responses and it is economical in terms of time and energy (Best & Khan, 2006). Hence, the researchers used a questionnaire to collect both particular and neutral data from the study population to obtain results that are significant to their specific objectives. The researchers developed close and open-ended questionnaire items based on the specific objectives of the study, the research questions and a review of related literature.

The researchers also used a semi-structured interview for their study as it is one of the tools for collecting pertinent data for educational research. According to Kothari (2004), the use of interview as a data collecting instrument permits a level of in-depth information, free responses and flexibility that cannot be obtained by other instruments. Besides, an interview helps a researcher to get a direct personal view or information on the research objective. To collect the data through this instrument, the researchers prepared relevant interview questions from the objectives of the study and a review of the related literature and then administered it to teachers in a face-to-face pattern. The interview was conducted with eight English language teachers.

The third tool the researchers used for this study was a classroom observation. From a research perspective, the classroom observation is different from a questionnaire because it provides direct information rather than self-report accounts (Zoltan, 2007). The classroom observation was conducted by the researchers to triangulate the information collected by a questionnaire and interview. Moreover, the classroom observation was conducted to directly observe the challenges that obstruct the teaching of English speaking skills via CLT. The observation was made using observation checklists that were prepared by the researchers based on the objectives of the study and a review of the related literature.

Methods of Data Analysis

Data analysis refers to a systematic method by which the collected data through different techniques of data collection will be edited, organized, tabulated and analyzed (Singh, 2006). In this study, the researchers employed both qualitative and quantitative methods of data analysis. The researchers analyzed the data that were collected through close-ended questionnaire quantitatively using frequency and percentages. On the other hand, the qualitative data that were collected through open-ended items of the questionnaire, semi-structured interview and classroom observation were analyzed

qualitatively via reading the transcripts and labeling relevant pieces of information in the thematic-based approach. Then, the results were discussed by integrating both quantitative and qualitative results from both approaches.

RESULTS AND DISCUSSION

As clearly discussed in the following sections, the instructional challenges that obstruct the teaching of English speaking skills via CLT in Kindo Koysha woreda secondary schools emerged primarily from three major sources: teachers, students and instructional materials. Detailed discussions of all the challenges are simultaneously presented in the following three sub-sections.

RESULTS AND DISCUSSION

As clearly discussed in the following sections, the instructional challenges that obstruct the teaching of English speaking skills via CLT in Kindo Koysha woreda secondary schools emerged primarily from three major sources: teachers, students and instructional materials. Detailed discussions of all the challenges are simultaneously presented in the following three sub-sections.

Instructional challenges that emerge from students in teaching speaking skills via CLT

Table 1: Teachers' responses to challenges that emerge from students in teaching speaking skills via CLT

No	Items	1		2		3		4		5	
		f	%	f	%	f	%	f	%	f	%
1	My students have pertinent interest to participate in speaking activities.	10	32.3	14	45.2	2	6.5	2	6.5	3	9.7
2	My students show motivation to speak English in the classroom.	12	38.7	16	51.6	-	-	1	3.2	2	6.5
3	My students have the willingness to accomplish the speaking activities in the classroom.	16	51.6	10	32.3	-	-	3	9.7	2	6.5
4	My students have tolerable communicative competence to handle English speaking activities.	13	41.9	14	45.2	-	-	3	9.7	1	3.2

Keys: 5 = *Strongly Agree*, 4 = *Agree*, 3 = *Undecided*, 2 = *Disagree*, 1 = *Strongly Disagree*,
f = *Frequency*, % = *Percent*

English teachers were asked whether there are challenges that emanate from students that obstruct the teaching of speaking skills via CLT in Kindo Koysha woreda secondary schools. As indicated in the above table (see Table 1 above), there are multifaceted challenges that emanate from students that obstruct the teaching of speaking skills via CLT in Kindo Koysha woreda secondary schools. As data show in the table (see Table 1 above, items 1-4), these challenges are categorized under four major themes: students' lack of interest, and motivation, unwillingness to speak in English and very poor competence of speaking in English.

In Kindo Koysha woreda secondary schools, students lack the interest to carry out speeches in English which is one of the major aforementioned challenges that obstruct teaching speaking via CLT in those secondary schools. As shown in the table 24 (77.5%) of teachers confirmed that their students lack interest to speak in English when they are required to do so. In line with this result, all the interviewed teachers indicated that their students lack interest to engage themselves in speaking activities in English. Besides, during the classroom observation sessions in which the actual teaching/learning of speaking skills takes place; the researchers also observed that the students have very low interest to practice speaking activities in English and they were reluctant to conduct speech in English. However, according to Bigambo (2000), continuous practice of speaking by learners is very important to improve their spoken English competence.

In face-to-face interview sessions, the teachers stated varieties of reasons why their students lack interest to speak in English. One among these reasons is that the students have very limited command of English to smoothly run speech in English; which is greatly required for the daily practice of English (Li, 2001). The students were observed getting into intolerable difficulty when they were asked to speak in English by their English teachers. The second reason is that the students have an observable lack of experience being engaged in practical oral activities in English. As the interviewed teachers indicated, the students didn't get such the essential experiences of exercising oral English activities in their previous grade levels. The students were simply exposed to the learning of lecturer-based grammar lessons in their previous grade levels (in their elementary and junior secondary grade levels; as one of the interviewed teachers (T₃) indicated). Thirdly, the students did not get pertinent exposure to practice oral English in their day-to-day life; outside the classroom, as their society is a non-user of English for their daily communications. As to Barasa and Ong'ondo (2003), lack of exposure to use English practically tremendously hinders the development of learners' oral communicative competence.

As depicted in the table, the students are also not motivated to speak in English. In the questionnaire, 28 (90.3%) of the teachers reported this behaviour. In frequent actual classroom observation sessions, the researchers also observed that the students have an observable lack of motivation to engage themselves in the oral activities of English. According to Littlwood (1984), this is regarded as a sign of failure in the teaching of speaking skills. Because of less motivation of students to engage themselves in speaking activities, English teachers were led to a sense of discouragement to teach speaking skills communicatively.

Because of their noticeable lack of interest and deficiency of motivation, the students were observed being reluctant to accomplish the speaking activities in English. As confirmation to this, 26 (83.9%) of teachers reported that their students have a lack of willingness to accomplish speaking activities in English. The interview result also indicated that the students always shift to their native (first) language when they are asked to accomplish speaking activities in English due to their lack of willingness. “The students’ major problem,” according to one among the interviewed teachers (T₂), “is that they have lack of pertinent command of English and confidence to clearly utter out ideas in English”. The students were frequently observed showing resistance to engaging themselves in oral communicative activities in English; but their willingness is very vital for making them attain their learning goals of speaking skills (Li, 2001).

Furthermore, students of Kindo Koysa woreda secondary schools are characterized by their intolerable lack of communicative competence to handle English oral activities. During frequent actual classroom observation sessions, the researchers undoubtedly noticed this problem. The students were observed to a very severe difficulty in handling English oral activities. They become desperate when their English teachers order them to do oral communicative activities in English. Supporting this argument, one of the interviewed teachers (T₅) says, “My students become highly worried when I provide them practical oral activities to accomplish in English.” The same interviewed teacher (T₅) added “My students’ prominent problem of not accomplishing practical spoken activities in English is due to their poor communicative competence of spoken English”. That is why, in the questionnaire, 27(87.1%) of teachers reported that their students have inadequate communicative oral competence of English to handle practical spoken activities in their speaking classes. Nevertheless, according to McDonough and Shaw, (2003), students’ engagement in practical oral activities is one of the guiding principles of teaching speaking skills via CLT.

In general, it can be concluded that there are varieties of instructional challenges that impeded the teaching of speaking skills via CLT. These are students’ lack of interest, their deficiency of motivation, absence of their willingness to speak in English and their very poor competence in practicing speaking in English. All of them significantly hamper the teaching of speaking skills via CLT and need proper measures from both students and their English teachers.

Instructional challenges that emerge from teachers in teaching speaking skills via CLT**Table 2:** Teachers' responses to challenges that emerge from them in teaching speaking skills via CLT

No	Items	1		2		3		4		5	
		f	%	f	%	f	%	f	%	f	%
1	I have adequate knowledge and skills in teaching speaking via CLT.	10	32.3	15	48.0	1	3.2	3	9.7	2	6.5
2	I have got pertinent training on how to use CLT in teaching speaking skills.	11	35.5	13	41.9	3	9.7	1	3.2	3	9.7
3	I provide my students' with facilitative support when they face difficulties to handle practical speaking activities in the classroom.	15	48.4	11	35.5	-	-	3	9.7	2	6.5
4	I give effective feedback to my students when they do speaking activities.	12	38.7	16	51.6	-	-	2	6.5	1	3.2

Keys: 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = Strongly Disagree, f = Frequency, % = Percent

As illustrated in the above table (Table 2, items 1-4), different challenges emerge from teachers obstructing the implementation of CLT for teaching speaking skills. These challenges comprise teachers' misunderstanding of CLT, their professional deficiency in properly implementing CLT in speaking classroom, their confusion on the roles that they should play in giving facilitative support when the students face difficulties to handle practical speaking activities in the classroom and their incapability on providing feedback to students when they accomplish certain practical activities of speaking skills.

As shown in the Table 2, 25(80.3%) of English teachers of Kindo Koyscha woreda secondary schools have a misunderstanding of CLT in general and its guiding principles and procedures, in particular, to implement it in spoken English classroom. As further noted in their face-to-face interview, most of the teachers are still in the confusion about understanding 'what is exactly meant by CLT', 'what are its guiding principles and 'the procedures and essential techniques' used for implementing it effectively in the actual spoken English classroom. As stated by Li (2001), teachers' misunderstanding of CLT and its principles significantly hampers its proper implementation. For instance, one among the interviewed teachers (T₂) admitted that, "I am not quite sure that I have adequate knowledge and skills of CLT and its guiding principles. So, I can say, I am not properly trained to implement it effectively." Most of the other interviewed teachers (T₁, T₄, T₅, T₇, T₈) also share this idea. .

Furthermore, teachers' misunderstanding of CLT and its guiding principles is another challenge that impedes the implementation of CLT in teaching speaking skills (Littlewood, 2007; Thompson, 1996). English teachers of Kindo Koyscha woreda secondary schools admit that their misunderstanding of CLT is primarily due to a lack of proper training on it. As to the result of the questionnaire data, 24 (77.4%) of teachers reported that they did not get any pertinent training on CLT to implement it in teaching speaking skills (see Table 2, item 2). In the interview sessions, the teachers forwarded their views that they did not get training on CLT in their formal (pre-service or in-service training) or they could not get opportunities for formal short-term training to have a clear understanding of CLT. Similarly, the classroom observation sessions depicted that the teachers have a visible gap in understanding CLT to properly implement it in the speaking classroom. Most of the teachers were frequently observed using traditional methods like grammar-translation and audio-linualism to teach speaking skills.

As the teachers have a visible gap in understanding CLT, its guiding principles and procedures (techniques), they were found incapable of providing facilitative support to their students when the students face difficulties to handle practical spoken activities in the classroom (26, 83.9% of the teachers reported this problem, see Table 2, item 3). Similarly, in the actual classroom observation sessions, the teachers were observed simply lecturing the theoretical aspects of speaking lessons that are presented in the instructional materials (specifically in the student's textbook and teacher's guide). They were unable to give any pertinent emphasis to engaging their students in the spoken English activities. They rarely asked their students to do certain practical spoken activities of English; which are essential to expose students to spoken English activities (Nunan, 1999). Even, in such rare practical activities, the students were found in very severe difficulties in practically accomplishing those activities; hence they were looking for practical and technical support from their teachers. However, the teachers were

found incompetent to give such technical support because of the deficiency of their professional knowledge and skills on CLT.

Similarly, the teachers were also found incapable of giving effective feedback to their students (as 28 or 90.3% of the teachers reported this, see Table 2, item 4 above). “This is primarily because,” as one among the interviewed teachers (T₅) admits that, “we, English teachers, have visible professional gaps on properly implementing CLT via its stepwise procedures; including how and when to provide feedback to students when they accomplish practical spoken activities.” Other interviewed teachers (T₁, T₃, T₆, T₄ and T₇) also supported this view. During the observation sessions of the actual spoken English lessons, the researchers also confirmed that the teachers were unable to give pertinent feedback to their students. However, the provision of an adequate amount of relevant feedback is required from teachers to facilitate learners’ progress in spoken English (Richards, 2006).

From the above discussions, one can conclude that there are multiple sets of challenges that emerge from teachers hampering the teaching of speaking skills via CLT. Among them, teachers' misunderstanding of CLT and its guiding principle (procedures) and their professional knowledge and skills gaps are worth mentioning. Due to these reasons, the teachers were found incapable of providing facilitative support and constructive feedback to their students in the spoken English classrooms. According to Littlewood (1984), gaps in teachers’ professional knowledge and skills when implementing CLT are regarded as signs of failure on the part of both teachers and learners.

Instructional challenges that emerge from instructional materials in teaching speaking skills via CLT**Table 3:** Teachers' responses to challenges that emerge from instructional materials in teaching speaking skills via CLT

N ^o	Items	1		2		3		4		5	
		f	%	f	%	f	%	f	%	f	%
1	The instructional materials (most importantly student's textbook and teacher's guide) are pertinent to teaching speaking skills via CLT.	10	32. 3	16	51. 6	-	-	3	9.7	2	6.5
2	Speaking lessons are presented in the logical order of sequences in the instructional materials.	8	25. 8	17	54. 9	1	3.2	3	9.7	2	6.5
3	The lessons of speaking presented in the instructional materials are authentic.	12	38. 7	16	51. 6	-	-	1	3.2	2	6.5
4	The size of each speaking lesson presented in the instructional materials is in harmony with the time allotted for it.	10	32. 3	15	48. 4	2	6.5	3	9.7	1	3.2
5	My school has relevant supplementary materials that facilitate the teaching of speaking skills via CLT.	11	35. 5	16	51. 6	1	3.2	1	3.2	2	6.5

Keys: 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = Strongly Disagree,
f = Frequency, % = Percentage

According to the interview result of teachers, teaching English speaking skills via CLT in Kindo Koysha woreda secondary schools is significantly impeded by a variety of challenges that emanate from instructional materials. The interviewed teachers reported that they are dependent on students' textbooks and the teacher's guide to teaching speaking skills. However, these materials (with the absence of any additional instructional materials) have a significant number of deficiencies to achieve the instructional goals of teaching speaking skills (as reported by teachers in the face-to-face interview). Similarly the response of the questionnaire show that 26(83.9%) of teachers confirmed that the instructional materials they use for teaching skills are not pertinent to properly implementing CLT.

As 25 (80.7%) of the teachers reported, one of the problems with instructional materials (specifically the student's textbook and teacher's guide) is that they do not have logically and orderly presented lessons of speaking skills. The lessons on speaking skills, in these materials, have no clearly defined sequence/pattern. They do not have any logical order from a broader lesson to narrower one or from a simple lesson to a complex one. That is why; almost all the interviewed teachers confirmed this reality in their face-to-face interviews. In other words, the speaking lessons are merely presented in each chapter without having any logical and clearly defined order. For instance, one among the interviewed teachers (T₆) said, "You may find the speaking lesson of 'Debating' in chapter one and 'introducing each other' in the last chapter. Technically speaking, such illogical order of presentation in speaking lessons gives birth to a certain level of challenge that hampers the teaching of speaking skills via CLT (Akbari, 2015).

Another challenge that emerges from instructional materials (that impedes the teaching of speaking skills via CLT), according to the data obtained, is the lack of authenticity of speaking lessons in the materials. According to teachers' interview results, the speaking lessons presented in the materials are far apart from the students' real/actual life, *i.e.*, they are contrary to authenticity which is synonymous with realism, legitimacy or genuineness of the lessons to the real world (Tatsuki, 2006; McDonough & Shaw, 2003). In addition, one among the interviewed teachers commented that, "the lessons are not engaging, imaginative and motivational to make our students learn speaking skills via CLT". Similarly, 28 (90.3%) of the teachers also revealed that the speaking lessons presented in the instructional materials are not authentic (see Table 3, item 3 above).

It is also found that the size of each speaking lesson presented in the instructional materials and the time allotted for it (as reported by 25 (80.7%) of teachers) are not concordant. The teachers revealed that all of the speaking lessons presented in the materials are too large, but the time allotted for it is very short. During the observation sessions, teachers were observed frequently complaining about the shortage of time to cover their overall lessons if they practically engage their students in speaking lessons. The shortage of time, according to teachers' interview results, is accompanied by large class sizes (Marylessor, Barasa & Omulando, 2014) that made teachers' trials of engaging their students in speaking activities impractical. Thus, teachers were frequently observed (by the researchers) theoretically lecturing the speaking lessons with the intention to cover their lessons. According to Akbari (2015), the size of each speaking lesson presented in the instructional materials and the time allotted for it should be concordant to make the communicative teaching of speaking skills practical.

Furthermore, English teachers of Kindo Koysha woreda secondary schools also suffer from a lack of relevant supplementary materials that facilitate their teaching of speaking skills via CLT. As 27(87.1%) of teachers reported, their schools have no relevant supplementary materials for teaching speaking skills via CLT, because relevant resources such as reference books, audio and video materials and online internet are very important for implementing CLT in speaking classrooms (Barasa & Ong'ondo, 2003). The teachers reflected (in their face-to-face interview) that their schools do not have any spoken English books (to refer to), no audio and video materials (to make their students practice English via listening and watching) and no internet network (to make their students refer materials online). However, these materials are very essential for exposing students to learning speaking skills communicatively via practical engagement (Richards & Rodgers, 2001).

Therefore, we can infer a conclusion that different challenges emerge from instructional materials that hinder the teaching of speaking skills via CLT in Kindo Koysha woreda secondary schools. These challenges comprise lack of relevance of the materials to properly implement CLT, illogical and un-orderly presentations of the speaking lessons in the materials, lack of authenticity of speaking lessons in the materials, the mismatch between the size of each speaking lesson presented in the instructional materials and the time allotted for it and lack of relevant supplementary materials that facilitate the teaching of speaking skills via CLT. All these challenges significantly hamper the teaching of speaking skills via CLT in the aforementioned schools.

CONCLUSION

As indicated in the above discussions, the instructional challenges of teaching English speaking skills via CLT (in Kindo Koysha woreda secondary schools) emerge from three major sources: teachers, students and instructional materials. The challenges that emerge from students include students' lack of interest, their deficiency of motivation, absence of their willingness to speak in English and their very poor competence in practicing speaking in English. On the other hand, teachers' misunderstanding of CLT and its guiding principle (procedures), gaps in their professional knowledge and skills and their incapability of providing facilitative support and constructive feedback to their students are considered challenges that emerge from teachers. Besides, lack of relevant materials to properly implement CLT, illogical and un-orderly presentations of the speaking lessons in the materials, a lack of authenticity of speaking lessons in the materials, the mismatch between the size of each speaking lesson and the time allotted for it and lack of relevant supplementary materials that facilitate the teaching of speaking skills are accounted as challenges that emerge from instructional materials. In overall conclusion, the challenges from all three sources significantly impede the teaching of speaking skills via CLT in Kindo Koysha woreda secondary schools.

RECOMMENDATIONS

Based on the above findings and conclusions made, the following recommendations are forwarded:

- The concerned government offices of Kindo Koysha woreda secondary schools should organize in-service training for English teachers in order to make them teach speaking skills properly using CLT.

- English teachers should create a relaxed atmosphere for their students by motivating them to achieve the prime goal of teaching speaking skills via CLT (*i.e.*, students' oral communicative competence).
- English teachers should act as facilitators and encourage their students to speak when accomplishing spoken English activities.
- English teachers should provide learners with authentic tasks that encourage them to interact with each other and with their teachers.
- Curriculum designers and material writers should allocate sufficient time for speaking lessons to make students practically exercise speaking activities.
- Students should be advised to continuously practice speaking English both inside and outside the classrooms to improve their speaking skills in English.

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