

Original Research Article

INVESTIGATING FACTORS AFFECTING STUDENTS' INTERACTIONS IN GRADE 11 ENGLISH CLASSROOM: THE CASE OF THREE SELECTED SECONDARY SCHOOLS IN TEMBARO WOREDA

ABBREVIATIONS AND ACRONYMS

B Ed	Bachelor of Education
M A	Master of Arts
MOE	Ministry of Education
SNNPR	Southern Nations Nationalities and Peoples Region
T1	Teacher One
T2	Teacher Two
T3	Teacher Three
T4	Teacher Four
T5	Teacher Five
TEFL	Teaching English as a Foreign Language
UNESCO	United Nations Educational, Scientific, and Cultural Organization

ABSTRACT

The purpose of this study was to investigate factors affecting students' interaction in grade 11 English classroom. The study was conducted at three selected secondary schools in Tembaro Woreda. It mainly focused on how students interact in English classroom, what does teachers' do to maximize students' level of interaction and what factors determine the level and nature of interaction. The subjects of this study were grade eleven English language teachers and students in selected secondary schools. The data were gathered through questionnaire, interviews and classroom observations from 200 students, 8 English teachers and 12 observed classroom lessons. These data were analyzed using quantitative and qualitative method. The quantitative data were analyzed using percentage and qualitative data were analyzed using narrative description. The findings of this study revealed that English classroom interaction was not properly implemented due to teachers and students' lack interest and proper commitment to practice real interaction. Also the study identified that anxiety of foreign language, lack of motivation, lack of teachers' dedication, fear of students' to speak English language in the classroom, effect of classroom environment and shortage of instructional materials were the most common factors affecting students' interaction in English classroom. As a result, the extent of interaction found in English classroom was minimized. Finally, it is recommended that English language teachers should raise their students' awareness and use their maximum effort for encouraging students' interaction.

1. INTRODUCTION

1.1 Background of the Study

Everyday conversation takes a significant role in communicative language learning and also classroom interaction should take the same role that facilitates students learning. According to the Education and Training Policy of Ethiopia (1994), a great emphasis is given to promote interaction in educational institutions. In effective interaction learners have opportunity to practice English language appropriately which increases their language achievement (Harmer, 2001). Also the role of communicative language learning allows the students to involve actively in the learning process to promote active participation of students in English language learning.

Research on the whole-class interaction gained movement in the late 1960s, with the aims of evaluating the effectiveness of different methods in foreign language teaching and the educational process is as important focus as the learning outcome. The focus of classroom interaction studies shifted from evaluative to awareness-raising (Allwright, 1988). More attention has been paid to learner talk, examining not only the language produced by learners in response to the teacher, but also their communication strategies, and the relation between task types, learner interaction and opportunities for negotiation of meaning (Carter and Nunan, 2001).

In the last few decades, the study of language learning focus has shifted to the interactive learning and the attention has been paid in social context. Vygotsky's (1978) theory promotes learning contexts in to social interaction and language develops primarily from social interaction. Social interaction plays a fundamental role in the process of cognitive development (Vygotsky, 1978). Children are born into a social world, and learning occurs through interaction with other people. Knowledge is socially constructed where individuals create meaningful learning through interactions with others. The value of interaction in children expands the concept of interaction into the classroom setting. Instruction in social skills is needed to ensure successful interaction (Richards & Rodgers, 2001).

In the real world situation, social skills determine the way for students to interact each other. The application of social interaction supports for the use of language for communication. Since language is a means of communication, interactive learning sets the base for students to learn through interaction. English is the language of wider communication across the globe in international relations, science and technology, commerce and trade. It is also the medium of instruction for secondary and higher education in Ethiopia.

Basically, interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, leading to a mutual effect on each other. Malamah-Thomas (1987) describes interaction as teachers and students or/and learner and learner produce a reciprocal effect up on each other through what they say and do. This effect is referred to interaction. Rivers (1987) describes that "through interaction, students can increase their language skills." Interaction leads to better learning and will activate learners' competence (Malamah-Thomas, 1987). One of the main objectives of classroom interaction is creating condition for teaching learning to take place in some way. Its function is facilitating interaction usually structure like teachers' initiate, students' respond and teachers' feedback.

The term classroom interaction as the interaction between the teacher and learners, and among the learners in the classroom Carter and Nunan (2001). This describes how the teachers and students in a classroom environment construct the classroom order through their interactions during a class time. The ways in which teachers interact with their students encouraged many researchers to study teacher–students interaction in the classroom (Duffy, et al., 2001).

Moreover, classroom interaction is important in helping students to achieve their learning objectives because it offers language practice and leaning opportunities. According toe the claims of Allwright, (1984:158) the importance of classroom interaction in language learning studies, “Interaction is inherent in the very notion of classroom pedagogy itself”. Classroom interaction will help learners to learn the target language easily and quickly (Brock, 1986).The authors state that the role of interaction is very important.

In interaction, teachers and students work together to create the intellectual and practical activities that shape both the form and the content of the target language as well as the processes and outcomes of individual development. Therefore, the purpose of this study is to investigate factors that affect students’ interaction in grade 11 English classroom in three selected secondary schools in Tembaro Woreda.

1.2. Statement of the Problem

In secondary schools almost all subjects are delivered in English and also the classroom interaction should be done in English. Since the teachers and the students are not used to communicate and explain in English, the interaction might be affected by different problems.

One of the basic problems of English classroom interaction in selected secondary schools is teachers’ lack of commitment to create conducive atmosphere for their learners. English teachers may not perform the roles expected greatly from them. They lack commitment to create interactive way for their learners and to have enough time to help them in interaction. Sometimes they face some problems in engaging students in the class activities. Teachers are not playing crucial role for enhancing interaction in determining the way for their learners.

Also within long experience and careful personal observation it has been seen that most students are less willing to present in front of the class. It is a great challenge for students to express their idea appropriately and efficiently using the language. So that students at selected secondary schools did not perform interaction.

There are many locally conducted researches with regard to classroom interaction which show that students after learning English from elementary to secondary schools master only the language systems. That is, they are not provided with opportunities to practice the different ways of interaction in English classroom. For example, research conducted by Meseret (2007) on “Classroom interactional implication” shows that classroom interaction is not successfully implemented. On the other hand, Sisay (1999) studied classroom interaction and its influence in English class. Sisay’s finding shows that the classroom interaction has an influence on the development of students’ interaction. In the class more emphasis is given for grammar exercise and teacher controlled methods which inhabit students from interaction.

Moreover, Melaku (2005) studied on implications of classroom interaction. The finding of his study revealed that the performance of interaction in English classroom is generally less to meet the demanded goal that the classroom level requires. Most students do not understand the

proper role expected from them. These studies focus on the implementation of students' classroom interaction in English classroom. As a result, the researchers were motivated to investigate the implementation of students' classroom interaction.

Basically, the present study focuses on the investigating factors that affect students' interaction in English classroom. The research finding has relation with its context or area of the study, problem on students' classroom interaction in one area may not exactly the same with other area. Context includes the environment and conditions in which the study takes place as well as the culture of the participants and location. Also it may vary based on time and place.

Furthermore, the reason that made the researcher to focus on studying factors affecting students' interaction in English classroom was researcher experience as a school teacher. In this case the researcher experience is as a good starting point for this study. When the researcher had been teaching English for grade 11 students at Mudulla secondary and preparatory school for years, he recognized that in English classroom students' interaction was minimized or below the required target. Some students sat passively in the class and others were interacting to some extent while the teacher was teaching English in classroom.

Therefore, the practical experience about students' interaction mainly motivated the researcher to choose this research topic and personally interested to learn more about students' interaction in English classroom is essential. Hence, the area needs further research in depth. Concerning this point, there seems a gap between what ought to be and what exists in reality to bring in the intended outcomes of the students' interaction that could be because of different factors.

1.3. Objectives of the Study

1.3. 1. General objective of the study

The general objective of this study is to investigate factors affecting students' interaction in grade 10 English classroom in selected secondary schools.

1.3. 2 .The specific objectives

This study specifically aimed to:

1. Examine the quality of students' interaction in English classroom.
2. Examine quality of English teachers' interaction with their students.
3. Find the factors that determine the level and nature of interaction.
4. Investigate what teachers' do to maximize students' level of interaction in selected schools.

1.4. Basic Research Questions

The study was conducted to find answer to the following basic research questions.

1. How actively do students interact in English classroom?
2. How do English teachers interact with their students?
3. What factors that determine the level and nature of interaction?
4. What teachers do to maximize students' level of interaction in selected schools?

1.5. The Scope of the Study

This study focused on factors affecting students' interaction in English classroom. The study was delimited to grade 10 students, English teachers and three selected secondary schools of Tembaro Woreda in SNNP Region. It would be good to include all grade levels of the schools in the study, but due to the effort, time, resource, and finance, it would be complex and

inconvenient for the researcher to carry out and cover in this specific period of given time. In order to manage the study very carefully, it is delimited to deal only on target situation in the factors that determine the level of interaction and how teachers' do to maximize students' level of interaction.

1.6. Significance of the Study

This study would help the teachers to maximize students' level of interaction, to use as reference for their performance and to enhance the quality of education being practiced in their schools. In addition, it would provide for schools to have relevant documents to initiate students in classroom interaction. Moreover, the study could indicate the gap between what the intended outcomes were and what exists in reality. So that educational administrative bodies of different level would take corrective measures to fill the identified gaps. Finally, this study would serve as starting point for other researchers who are interested to study in the area to use as a reference material.

1.7. Limitation of the Study

This study had some limitations. Some respondents might be unwilling to give necessary data due to lack of information. Other limitations were lack of well-organized documents and reference materials to get on time, and less experience of research study. Moreover, shortage of money and time were also other challenges.

1.8. Operational Definition of Key Terms

The terms in this study used to refer:

Classroom: a place where students learn the various skills to develop their understanding.

Factor: a circumstance, fact, or influence that contributes to a result or outcome.

Interaction: a process of communication or collaboration in joint activity involving two or more people. Also it is teacher-student or student-student engaged in reciprocal action.

2. REVIEW OF RELATED LITERATURE

2.1. Definition of interaction

Interaction is commonly defined as a kind of action that occurs as two or more people or objects has an effect upon one another. The idea of a two-way effect is essential in the concept of interaction. Malamah-Thomas (1987) defined interaction as teachers and students or/and learner and learner produce a reciprocal effect up on each other through what they say and do. This effect is referred to interaction.

The term interaction is used in this study in a general sense, referring to: student-student or teacher-student discussions, group discussions, in classroom participation (Long & Sato, 1983). Interaction or human interaction has been defined as a process whereby two or more people engaged in reciprocal actions (Celle and Murcia, 2001).

2.2. Classroom Interaction

The term classroom interaction refers to the interaction between the teacher and learners, and among the learners, in the classroom (Carter and Nunan, 2001). This describes how the teachers and students in a classroom environment construct the classroom order through their interactions during a class time. One of the main objectives of classroom interaction is creating condition for teaching learning take place in classroom. Its function is facilitating interaction usually structure like teachers' initiate, students' respond and teachers' feedback. Interactive tasks or activities also naturally stimulate and develop the students' cognitive and social abilities. It is true that learners who interact more achieve better. Classroom interaction helps learners learn the target language easily and quickly (Brock, 1986).

Earlier studies of language classroom interaction focused on the language used by the teacher and learners, the interaction generated, and their effect on language learning. Classroom interaction focused initially on the language used by the teacher, especially teacher questions and the learner responses, teachers' feedback and turn allocation behavior.

These features were examined in light of how they affected interaction and the opportunities for learners to engage in language production.

Research on the observable aspects of classroom interaction identify in three main aspects: input, interaction and output. Input refers to the language used by the teacher, output refers to language produced by learners and interaction refers to the interrelationship between input and output (Van Lire, 1988). Early studies focused on the input provided by the teacher, especially the phonological and syntactic features of teacher speech and teacher questions.

A review of studies in the area of classroom interaction and language learning presented by Hall and Verplaetse (2000), interactive processes are not strictly individual; jointly constructed, and essentially linked to learners' repeated and regular interaction in classroom activities. Rivers (1987) has claimed that "Interaction in a classroom requires the teacher to step out of the limelight, to cede a full role to the student in developing and carrying through activities, to accept all kinds of opinions, and be tolerant of errors the student makes while attempting to communicate."

Classroom interaction is used to promote language development in language classrooms. Language classrooms can be seen as sociolinguistic environments in which interaction is believed to contribute to learners' language development (Hall and Verplaetse, 2000). The interactional patterns between the teacher and learners and the way learners construct such communication structures determine the extent to which learners understand the classroom events. Teachers' and learners' psychological states, including beliefs, attitudes, motivations, self-perception and anxiety, learning styles and cultural norms - play an important part in shaping classroom interaction (Carter and Nunan, 2001).

Moreover, it is well known that not only teachers but also language researchers have always been attracted to carrying out their investigations within the classroom context.

For the most diverse reasons, they have used the classroom as the source of information to test hypotheses, to support theories, to assess performance (that of students as well as teachers), or to evaluate outcomes, among others.

2.3. Importance of Classroom Interaction

Classroom interaction is important in helping students to achieve their learning objectives because it offers language practice and leaning opportunities. Allwright, (1984) claims on the importance of classroom interaction in language learning studies, “Interaction is inherent in the very notion of classroom pedagogy itself”.

Classroom interaction will help learners to learn the target language easily and quickly (Brock, 1986:10).The authors state that the role of interaction is very important. In interaction teachers and students work together to create the intellectual and practical activities that shape both the form and the content of the target language as well as the processes and outcomes of individual development.

In the classroom setting the types of interaction can be performed through different means. For example, different tasks may give rise to different patterns of interaction. Interaction could take a more important role to promote students ability. Also interaction is believed to contribute to learners’ language development (Hall & Verplaetse, 2000). In order to do specific tasks interaction has great significant value in classroom. Also information gap activities are commonly used to elicit student interactions. The information-gap activity involves the transfer of given information from one person to another or one form to another.

Chadron (1988) posited that interaction is significant because we can analyze the target language structures and get insight into the meaning of classroom events. It gives learners opportunities to use the structures they have encountered in classroom events into their own speech. In this way students develop their competencies and learn to think critically. They also gain opportunities to experience comprehensive and structured interaction with the other students in class.

Finally, it is important to note that the interaction between the students and the teachers in class is the necessary and valuable part of teaching and learning process. The role of teachers in providing and distributing equal interaction opportunities for all students was understood to be vital. Therefore, it is clear that regardless of its position and pedagogical implications taken, interaction is important part of the learning process.

2.4. Organization of Classroom Interaction

Classroom interaction has close connection with the organization of classroom activities which is generally divided into three broad stages: presentation, practice and production. These stages influence the real occurrence of interaction. In this case, interaction is the outcome of classroom pedagogy. Interactive tasks or activities also naturally stimulate and develop the students’ cognitive and social abilities.

The organization of classroom interaction is categorized into three broad dimensions of teaching that are linked to student social development: emotional support, classroom organization, and instructional support (Muntner, 2008). **Emotional support** refers to the ways teachers help children develop warm, supportive relationships, experience enjoyment and excitement about learning, feel comfortable in the classroom, and experience appropriate levels of autonomy or independence.

This includes: **positive climate** (the enjoyment and emotional connection that teachers have with students, as well as the nature of peer interactions); **negative climate** (the level of expressed negativity such as anger, hostility or aggression exhibited by teachers and/or

students in the classroom); **teacher sensitivity**: teachers' responsiveness to students' academic and emotional needs; and **regard for student perspectives**: the degree to which teachers' interactions with students and classroom activities place an emphasis on students' interests and motivations (Muntner, 2008).

Classroom organization refers to the ways teachers help children develop skills to regulate their own behavior, get the most learning out of each school day, and maintain interest in learning activities. This includes: **behavior management** (how well teachers monitor, prevent, and redirect misbehavior); **productivity** (how well the classroom runs with respect to routines, how well students understand the routine, and the degree to which teachers provide activities and directions so that maximum time can be spent in learning activities); and **instructional learning formats** (how teachers engage students in activities and facilitate activities so that learning opportunities are maximized) (Muntner, 2008).

Instructional support refers to the ways in which teachers effectively support students' cognitive development and language growth. This includes: **concept development**: how teachers use instructional discussions and activities to promote students' higher-order thinking skills and cognition in contrast to a focus on rote instruction; **quality of feedback** (how teachers expand participation and learning through feedback to students); and **language modeling** (the extent to which teachers stimulate, facilitate, and encourage students' language use (Muntner, 2008). Interaction is organized by not only the teacher, but also the students in the classroom. It is used to express their ideas together. Gass (2003) states that, education in schools should focus on creative and critical thinking, active group learning, and teacher learner interaction.

2.5. Teachers- Students Interaction

In traditional classes teachers dominated method in the teaching learning process is managed and controlled by the teacher who holds power and responsibility in class. Teachers and students can construct interaction during a class time together. If teachers and students work cooperatively in classroom interaction, the obtained results will surely improve students' interaction. Baker (2006) write that "lasting change does not result from plans, blueprints, and events; rather change occurs through interaction of participants". Strong teacher-student relationships may be one of the most important environmental factors in changing a child's educational path (Baker, 2006).

An effective teacher-student relationship may be the keystone that allows the other aspects to work well (Baker, 2006). The relationships that teachers develop with their students have an important role in a student's academic growth. Learning is dialogical and involves learners in interaction with others so that they learn how to give and take information from others (Vygotsky, 1978).

Moreover, interaction is the part of any language classroom practice. Sunderland, (1992) classified classroom practices into three different categories.

These are focusing on: teacher-to-student discourse in whole class work, student-to-teacher discourse in whole class work, and learner discourse in pair and group work. The interaction between teachers and students was coded as either academic or behavioral feedback in nature (Kaily, 2015). Academic feedback refers the teachers make comment to a student in reference

to an academic subject. Whereas, behavioral feedback refers the teachers make comment to students in reference to the students' particular behavior.

Also the interaction between teachers and students was coded as positive, negative or neutral (Kaily, 2015). Positive feedback that would encourages a particular behavior or reinforces an understanding of a concept. Example excellent response! Negative feedback that would discourages a particular behavior or correct or change a particular understanding of a concept. Example please, stops interrupting! Neutral comment that cannot be categorized as either positive or negative. It neither discourages nor encourages.

Finally, it is crucial that the interaction should be subjected carefully that its implication for classroom practice explored in the context of actual classrooms. In the process of fulfilling such kind of tasks the learners have to use language for real communication, that make them to increase the amount of interaction.

2.5. Interactive Teaching and Learning in English Classroom

2.5.1. Interactive teaching

As time goes from centuries to centuries different attempts by language experts were done to make better language teaching. There are two ways how language teaching is done. These are traditional and the interactive teaching.

The traditional teaching method like grammar translation has been used for a long time in education. Many schools have traditionally held a transmission model in which a teacher or lecturer 'transmits' information to students. It depends on teachers' talking and lecturing. This method is still used in secondary schools. As we have seen, the traditional teaching method always implies as lecture type method. Lecture is the most commonly used method for transferring information in education. Teachers apply much effort sharing knowledge by only talking and discussing the rest of the period. This means that they have mostly been experiencing teacher-centered approaches and have provided less chance for students' autonomy and an interactive relationship between the teacher and learners. It is clear that a great deal of classroom talk is not interactive.

Many researchers have shown that traditional approaches of learning are no more working for the current time (Ellis, 1999). The interactive teaching method gives more power to students and provides an interactive relationship between the teacher and learners. In English classroom, learners should be free to have interactions among themselves as well as with their teachers. Learners' effective interaction is related to their success in mastering the target language.

Allwright and Bailey, (1991) point out that, learners learn best through an environment in which they can settle down to productive work in their various subtly different ways (p.150). Teachers should use different methods to apply in the classroom for students to have a better chance of learning the language and using it effectively. The effective interactions are largely belonging to the teachers' effort and decisions to be successful.

Moreover, there are some weaknesses that students have learned previously, and teachers can provide corrective feedback for removing those weaknesses. Teachers interactive teaching provides that students to activate their prior knowledge of the content for their present and to

use it for future learning tasks. Teaching is an activity which is done consciously, and is designed to follow a specific objective (Littlewood, 2007).

However, teachers might think that interactive teaching is a small part of the classroom teaching along the other activities, and interactive teaching requires some extra time which is a wrong conception (Allwright, 1984). But it includes sufficient time to have meaningful discussions around student activities and arrive at fully realized responses. Also teachers sometimes face some problems in engaging students in the class activities. The type and quantity of interactions in classroom vary from one class to another.

For example, the oral class possesses more interactions and attaches great importance to real use of language while the grammar class may involve less interaction and the chances of using language for real communication are reduced.

Classes with an emphasis on lecture are effective for delivering large volumes of content in limited time but provide few opportunities for students-teachers interaction. While this teaching method may appeal to a few highly motivated students, it can often leave much of the class disengaged from the content. Such classes are often characterized by teachers who take the first shout-out answers to questions or answer their own questions quickly. Teachers are involved as a resource to provide information. In contrast, more student-centered or interactive classes provide adequate time during activities for students to think about concepts, receive feedback, and/or participate in discussions that may guide the direction of the lesson. Some activities may allow students freedom to engage in their own learning.

Finally, there is certain need of mutual understanding of an effective interaction among the teachers and the students. Teaching-learning is a two-way process in which teaching is the stimulus and learning is the response. As a result, teachers should act as facilitators for building this effective interaction so that interactive teaching comes more into practice. In this traditional approach, teachers take much of students' classroom talk time. Teachers and students' responses and classroom observation results show that teachers use most of students' class talk time. Consequently, students have no any chance to practice interaction.

2.5.2. Interactive learning

The interactive learning is referring to totally learner-centered approaches which are carefully designed to motivate students to learn and gives more responsibility to the students for their own learning. Students' learning takes place in a high quality when they actively interact with their teachers and classmate. In the classroom environment the learners learn not only from taking part in interaction but from listening to student talk, teacher talk, and teacher-student interaction. Through this process the learners can get input and expand their interaction indirectly. In this case listening can be viewed as indirect participation.

According to, Allwright & Bailey (1991) the listeners can be classified into two types: attentive and casual listeners. Attentive listeners pay more attention to what goes on in the classroom while casual listeners' area little separated from the classroom event and occupy them with what they think important. Also they think listening to interaction is a waste of time (pp.145). So that interaction is necessary for effective learning and learners are more likely to have their effort to communicate through interaction. Interactive learning provides a context in which learners can pay attention to various discourse practices. In this regard, classroom interaction has essentially the role of cooperative and constructive work of learners.

Vygotsky's (1978) theory promotes learning contexts in which students play an active role in learning. The roles of teacher and student are therefore shifted, as a teacher should collaborate with his or her students in order to help and to facilitate meaning construction in students. Therefore, learning becomes a reciprocal experience for the students and teacher. Interactive approach into classroom learning and the study of classroom interaction is largely attributed to social interaction which emphasizes the role of language learner by means of interaction (Richards and Rodgers, 2001).

Teaching and learning process involves interaction between teacher and students as channels to achieve its objectives. Teachers should have a goal-oriented design to make progress in the student's learning. The teacher is the facilitator of learning who provides the conditions for effective learning and who seeks to meet the needs and interests of the learners. Learning will occur only when learners react favorably to the environment stimuli. Allwright (1984) suggested that the investigation of what individual learners claim to have learned from the interactive classroom events which have just proceeded. Therefore, teachers and the interactive methodology are the two forms of reinforcement for the students' interaction.

2.7. Factors Affecting Students' Interaction

2.7.1. Foreign language anxiety

English as a foreign language has become increasingly concerned with a foreign language anxiety in education. This is due to the growth of population in schools and a language student who is raised from the home where English language is not spoken. Language learners come with a variety of linguistic experiences that do not easily respond to the target language which instruction presented. Foreign language anxiety has been found to have potential negative effects on learning (Horwitz, et al. 1986). So that for learners, interacting with a foreign language can be quite a challenging task.

English as an international language is used to communicate, to strengthen and to fasten relationship among all countries in the world. Considering the importance of English, people from various non-English speaking countries, including Ethiopia, learn English as a foreign language. Many studies have been conducted to investigate the effects of foreign language anxiety on a person's ability to learn a foreign language (see, Bailey 1983; Horwitz, et al. 1986; Gardner, 1985; Onwuegbuzie, Bailey & Daley, 1999;). It is generally agreed upon that foreign language anxiety is a complex phenomenon. Horwitz, Horwitz, and Cope (1986) provided that foreign language anxiety is not simply the transfer of anxiety from one domain to another, but rather a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

There are many affective variables in a foreign language learning that determine the students interaction. Horwitz et al. (1986) provided three main affective aspects include attitudes, motivation, and anxiety. One of the most affective variables in learning a foreign language is foreign language anxiety. Language anxiety is widely experienced among people, especially students who learn English as Foreign language.

In different studies scholars explain language anxiety as their perspectives. Macintyre (1999) stated language anxiety as the worry and negative emotional reaction aroused when learning or using a language. Horwitz, Horwitz and Cope (1986) provided foreign Language Classroom

Anxiety specially, associated with the language learning context. Anxiety is a state of unpleasant emotion or tension and fear resulting that is experienced in learning language (Macintyre and Gardner, 1991a). According to Macintyre (1999), anxiety can be distinguished into three main types. These are trait, situation and state anxiety.

Trait anxiety refers to a stable predisposition to become nervous in a wide range of situations (Macintyre & Gardner, 1991a). It is a feature of an individual's personality and therefore is both stable over time and applicable to a wide range of situations. That is, some people are predictably and generally anxious about many things. The trait anxiety view point was most commonly used to investigate the role of anxiety in foreign language learning (Macintyre & Gardner, 1991a; Macintyre, 1999; Young, 1991).

Whereas, situation anxiety is like trait anxiety except that it is applied to a single context or situation only. It is stable over time but not necessarily consistent across situations. State anxiety refers to the moment to moment experience of anxiety; it is the transient emotional state of feeling nervous that can punctuate over time and vary in intensity (Macintyre, 1999). It has been estimated that approximately one-third of students learning a foreign language experience some type of foreign language anxiety (Horwitz et al., 1986).

In addition, Macintyre and Gardner (1991a) provided three related anxieties as being related to foreign language anxiety: communication apprehension (the fear of communicating with other people), test anxiety (fear of exams, quizzes, and other assignments used to evaluate the students' performance), and fear of negative evaluation (the worry about how others view the speaker). Macintyre and Gardner (1991a) pointed out that fear of negative evaluation such as fear of making mistakes is closely related to communication apprehension.

In a language class the fear of making mistakes is so serious in some students who are practically determined to stay silent (Dornyei, 2005).

Research has shown that learning a foreign language can relate to anxiety for the language learner in a number of ways. Young (1994) categorized the sources of foreign language anxiety into three general groups: sources associated with the learner, the instructor, and the classroom practices. Learner characteristics related to foreign language anxiety include low self-esteem, self-perceived low level of ability, and communication apprehension (Oxford, 1992; Price, 1991; Young, 1990). Anxious students do not like to be compared to an excellent speaker. Speaking in front of a large class cause some students to become angry is an anxiety situation.

This case is related to lack of group membership with peers and beliefs about language learning (Price, 1991; Young, 1991; Young, 1994). Also being the centre of attention contributes to speech anxiety as apprehensive speakers prefer to deliver their first speech in front of a small group. They prefer to interact for a short period of time in front of smaller classes with their colleagues and their teacher should not ask questions while they are delivering their presentations. Palacios (1998) found the following characteristics of the instructor to be associated with anxiety. These are absence of instructor support, unsympathetic personality, lack of time for personal attention, favoritism, a sense that the class does not provide students with the tools necessary to match up with the instructor's expectations, and the sense of being judged by the instructor or wanting to impress the instructor.

Also instructor factors like a judgmental teaching attitude and a harsh manner of teaching are linked to student fear in the classroom (Levine, 2003). The instructor may lack the sensitivity of the foreign language teaching learning process or may be hard to understand in English. Error correction also turned out to play an important role: being negatively evaluated by either the instructor or peers is often associated with anxiety (Palacios, 1998; Price, 1991; Young, 1994). Young (1990) explained a list of classroom activities perceived by students as producing anxiety: (1) spontaneous role play in front of the class, (2) speaking in front of the class, (3) oral presentations or skits in front of the class, (4) presenting a prepared dialogue in front of the class, and (5) writing work on the board.

Palacios (1998) found the following classroom characteristics to be anxiety-producing: demands of oral production, feelings of being put on the spot, the pace of the class, and the element of being evaluated (i.e., fear of negative evaluation).

Macintyre and Gardner (1991b) argued that anxiety is a feeling closely linked to early experiences and that it can grow until students' performance is negatively affected. Young (1991) explains that English as Foreign language students experience in speaking classes manifests through a number of symptoms including distortion of sound, intonation, rhythm, forgetting newly learnt phrases and increased heartbeats. Anxiety is caused by students' perception of their own abilities in regard to students' interaction. Many learners when asked to interact in English, they become very nervous and ashamed. They compared themselves to other language learners and believed their language skills to be weaker. Price (1991) stated anxious learners often engage in self-comparison with classmates and peers.

2.7.2. Motivation

In the last decade, motivation has attracted more attention than any other factor in language research studies. The 1990s in particular show an explosion of interest in the role motivation played in language learning. The main purpose of motivation in research was to predict that learners would be succeeded. In broad terms, motivation is responsible for **why** people decide to do something, **how long** they are willing to sustain the activity, and **how hard** they are going to pursue it (Ellis, 2003).

Meyer & Turner (2002) discussed their findings illustrating the importance of students' and teachers' emotions during instructional interactions. They determined that through studying student-teacher interactions, our conceptualization of what constitutes motivation to learn increasingly has involved emotions as essential to learning and teaching. Gardner (1985) assured that students can be more successful in second language learning provided that they are motivated intrinsically. Motivation leads the learners to interact by their own internal initiation for the better success. Motivation is the inner desire to learn and to improve interaction. It is the effort learners were prepared to make to learn a language and their persistence in learning (Dornyei, 2005).

Interaction gives learners the opportunity to use language successfully and to measure their progress which in turn should lead to an increase in motivation. The effort learners were prepared to make to learn a language and their persistence in learning. Therefore, motivation is a fundamental aspect to promote student interaction and for successful learning.

2.7. 3. Lack of teachers' effectiveness

Teachers' effectiveness indicates the teachers' knowledge of subject matter and mastery of pedagogical skill which create positive effect on students' interaction. These are essential resources that make schools effective in the work of teaching and learning process.

Frase (1992) notes that "We believe that teachers are in every school's greatest resources and that only through teachers professional growth and development can schools growth and development can schools achieve marked success".

Moreover, teachers are basic elements for enhancing student's interaction. In order to improve the classroom interaction process, teachers play a decisive role. They are a role model for their own students to enhance their level. Effective teachers are highly committed and take care about their students and they need supportive working conditions to maintain these attitudes (UNESCO, 2000).

Therefore, teachers of English who are assigned to teach English are expected to explain, communicate with students, and question them effectively and respond fully to their questions using the English language (MOE, 2003, p.41). This implies that there should be useful interaction between English teachers and their students in English classroom. Cooper (1986), suggested that teacher's attitude towards students in every important aspects helping to improve.

Frase (1992) identified two sets of factors that affect teachers' ability to perform effectively: work context factors (the teaching environment) and work content factors (teaching). Work context factors are that meet base line needs. They include working conditions such as class size, discipline conditions, and availability of teaching materials; the quality of the principal's supervision; and basic psychological needs such as money, status, and security. These context factors clear the road of the effective teaching.

Whereas, work content factors are belong to the work itself. Content variables are the crucial factor in motivating teachers to high levels of performance. They include opportunities for professional development, recognition, challenging and varied work, increased responsibility, achievement, empowerment, and authority (Frase, 1992).

Furthermore, teachers can make a difference even in a situation where not sufficient in classroom, libraries and other required teaching learning materials. If teachers are well qualified, well paid, motivated, respected and get opportunity to update their knowledge get prepare pedagogically and content wise. Teachers can make a difference in student's interaction in classrooms and initiate them to do things with their own effort.

The capacity to use language with maximum attention for communication increases interaction creativity. However, some English teachers' at selected secondary schools did not perform the roles expected greatly from them.

They lack commitment to create conducive atmosphere for their learners to interact freely. Also they lack sufficient experiences to provide extra support having enough time and to improve students' interaction. Teachers should make their maximum effort by encouraging students whose interaction proficient becomes below the required grade level. They should be aware and to be friendly approach to their students.

Finally, every educational system should make great efforts to attract qualified teachers to the profession and to provide them with the best possible working conditions and incentives that

make them to satisfy their students need. This plays its own role in encouraging up students' interaction. Therefore, teachers ought to approach their students in providing professional support and maximum opportunity to students during classroom interaction.

2.7.4. Teachers give more attention or treatment for male students

Teachers play effective role to produce a meaningful learning experience for students and to fulfill the education goals. But many studies reported that teachers treat male and female students differently. The research published from the 1960s to the 1990s illustrates that the expectations of the society and teachers often lead to unequal treatment of male and female students (Sadker and Sadker, 1994; Tannen, 1991).

Many recent studies have indicated that males and females are treated differently in the classroom. The students' interaction would be affected by teachers' treatment. For example, Merrett and Wheldall's (1992) stated that teachers tended to treat boys differently at the secondary school level.

In addition, O'Gara and Kendail (1996) reported that males and females students receive different treatment from their teachers. Teachers respond to males with attention and females with diffidence. These scholars agreed that male students receive more attention from their teachers than female students. This differential treatment of teachers greatly affects the female students' interaction. Merrett and Wheldall's (1992) did find differences between male and female teachers at the secondary school level. They found that male teachers responded significantly more positively towards boys' academic as well as social behavior. Female teachers tended to treat boys differently. Overall, they gave significantly more positive responses to males.

Also teachers frequently give male students more interaction time than female students. Teachers of both genders frequently give male students more interaction time than female students, and initiate more contact with male students than with female students (Sadker and Sadker, 1992). Teachers initiate more contacts with males than with females and males initiate more contacts with teachers and they criticize and praise males more often than females Sadker and Sadker, 1994).

Teachers make eye contacts more frequently with males than with females. They have been found to ask male students, but not female students, higher-order questions demanding critical thought (Sadker & Sadker, 1992). Also Kelly (1988) in her study concludes that males get "more instructional contacts, more high-level questions, and slightly more praise than females." But both of them would seem potentially valuable in terms of facilitating learning.

Moreover, female students receive less attention from their teachers than male students. Like previous research, Merrett and Wheldall's (1992) research continued to demonstrate that males, in general, receive more teacher attention. Their research shows that male and female teachers may interact with students of different genders in diverse ways. Therefore, classroom interactions between teachers and students are influenced by gender.

One of the research areas in teaching English as a foreign language is how a gender might affect teacher-student interaction in classroom (Duffy, et al., 2001). Sunderland

(1998) examines the quality and quantity of interactions and maintains that teachers vary considerably in the quantities of interactions they have with individual students, with males receiving a higher proportion of contacts from teachers across subject areas.

Furthermore, studies focusing on the nature of interactions in classroom as an important area for gender constructions have just started to receive the due attention (Sunderland, 1998). Female students have been limited from interactions in different levels. The patterns of female students' limited interaction in the classroom do not stop after secondary school. It has been found to continue these similar patterns to higher level with males interacting more.

From the very early grades through the university level, female students have been hidden bias in teacher interaction although they sit in the same classroom and are expected to learn the same material (Sadker & Sadker, 1994). But from grade school to university, found that biased classroom interaction decreases females' self-confidence in their intellectual abilities increases. The question of why males seem to receive more attention in the classroom than females remains, males receive more attention and have learning needs (Bauman, et al., 2006). Mayhill, (2002) believed that an important aspect of why boys receive more attention is due to the fact that a much greater percentage of students with special behavior and learning needs are boys.

As well, males tend to shout out significantly more than females in the classroom, focusing the attention more on the males than on the females. They found that males in secondary schools are more likely a teacher's attention to accept their answers, while females are more likely to be criticized for the same behavior. Research studies indicate that male students receive more attention in class from teachers than do female students.

Finally, the classroom climate could frequently be not favorable to females, due to the everyday unfair carried into the classroom. We consider that students who do not interact with their teachers are likely to receive less chance to interact and encouragement. But male and female students would receive equal attention in classes.

2.7.5. Less interest of students to interact

In addition to previously mentioned factors, less interest of students to interact is another limitation of students' interaction in English classroom. In the classroom interaction students are less willing to work on the board and to present anything in front of the class. Macintyre et al. (2003) states some language learners habitually choose to remain silent. They did not perform the roles expected from them in interaction.

Although students are aware of the importance of participating in class activities, they leave the responsibility of interaction to the teacher whose presence is necessary to maintain the use of the target language in the activities. So that students are not receiving formal feedback, encouragement, and praise from their efforts.

Moreover, low ability to speak the target language makes students feel insecure or not confident (Lee, 2009) and low English proficiency attributed to students' reluctance [unwillingness] to participate (Jackson, 2002). If students can't express their feelings fairly and freely, the classroom interactions would not be fruitful. In fact, during class students have to interact actively in the classroom to improve their learning through interaction in order to change their knowledge, skill, attitude and behavior. Interaction enables learners to learn better when they are actively involved in the learning process. Tsui (1996) state that active classroom participation has crucial role in order for effective learning to take place and students' personal development in the future.

2.7.6. Fear to speak English language

Fear to speak English language is found to be the most influential factor that seriously affects students' interaction in English classroom. Hamouda (2012) reported that most of the students do not feel comfortable to speak in front of the class. Another study reported that students feel more comfortable when they did not get in front of the whole class to speak (Young, 1991). In addition, Green (2006) reported that when large numbers of students are together in a class, the situation creates some kind of fear to talk. It is worse especially for those who already feel ashamed in front of the classroom. Greene (2006); Hamouda (2012) and Weimer (2011) reported that students fear to express their ideas due to poor English, negative feedback or negative teacher traits.

Also they are worried that others may evaluate them negatively. Learners may be sensitive for evaluation of their peers (Cubukcu, 2007). When students are fear of being evaluated their classroom participation will be affected. Students are reluctant to speak inside and outside classroom in the target language and they feel afraid of using English (Macintyre et al. 2003). Learners who fear participation resort, most of the time, to be silence (Young, 1991). They may sit passively in the classroom. In the classroom, interaction can be influenced by the ways learners perceive language and their willingness to communicate in the class. Surprisingly, interaction in language classroom becomes very weak. Therefore, fear of speaking English was considered as less intelligent.

To sum up, students prefer fear in the classroom due to fear of teachers and peers negative feedback or evaluation, fear of speaking in front of large class, fear of making mistakes and negative teacher traits are found to affect students' interaction in English classroom of the selected schools. Therefore, students need be encouraged not to fear to speak provided with constructive feedback and contribute their thought with confidence.

2.7.7. The school facilities

School is any institution at which instruction is given in a particular discipline or way of thinking for educating students or any people. It is the main part of educational system, which is considered as a source of educated people. School facilities are an infrastructure or the basic physical and organizational structures service provided for a particular purpose. Physical environment in which the formal teaching learning occur ranges relatively from modern and well equipped to open air gathering place (UNESCO, 2003). The facilities are required to be proportion to the number of teachers and students in the school.

Generally, institutional factors are the overall the school organizational structure which affect students' interaction and their perception towards the school. Also schools attitudes and behaviors have been found to have very great effect on a student's intellectual development. A number of studies indicated that, the participation and interaction of students affected in such institutional factors. One of the basic problems of English classroom interaction is lack of school facilities that hinder the interaction of students. The school community and other concerned body should also create favorable classroom environment to minimize the problems encountered and to maximize the implementation of students' interaction in the classroom. Finally, if schools really do a large role in teaching the next generation how to be successful members of society then every measure taken in advance should be taken to make sure that the learning environment helps for students' development. If not approached correctly, schools can

be set up in a way that prevent from creativity or does not promote a positive learning environment.

2.7.8. Effect of classroom environment

Classroom is a place where students will learn the various skills to develop their understanding considered necessary and proper for them to achieve success in the school. It is where the student develops what they want for future, as well as knowledge of the skills needed to reach that goal (Ryan Hannah, 2013). In addition, classroom behavior has been observed and described from many different angles. The total working environment, distance to school, teachers' attitude, pedagogy, learning materials teaching practice and classroom culture all affect students' interaction and success in schools. The classroom is such an important place in the growth of a student.

Vygotsky (1978) states that learning should be in the manner that arouse a diversity of internal developmental processes which operate just at the time of a child's interaction and cooperation with others in the environment. These processes become internalized when they turn into a part of independent developmental achievement of the child. As a result, the realities that exist outside the classroom should be reflected as much as possible in the classroom interaction.

Moreover, the classroom environment and its interactions should be able to reflect the existing social reality outside the classroom in the broader socio-cultural and institutional context. Environment is the source of everything that learner needs to learn. The environment shapes one's behavior and what one to learn. Also it is determined by the elements of the environment. When learners interact with other members of their socio-cultural environment including family members, friends, teachers, and classmate it leads to interaction. Vygotsky (1978) asserts that learning is an essential activity of the learner's self and adult's assistance or cooperation with more capable peers. However, classroom environment is another factor, which determines the nature of class interaction.

Walker and Greene, (2009) suggested that in classroom there is large number of students with behavioral problems. If there are more learners, more difficult develop, more people to monitor and, therefore, more chances of problems. It leads to excessive noise and bad behavior. Such environment has negative effect on students' motivation to interact. They do not feel such environment as safe socially and emotionally. This indicates that from large number of students that involved in interaction only few students have confidence to interact in classroom.

Also some physical elements such as arrangement of desks, wall art or rules, resources or the sounds within the room can affect interaction. Each of these emotional environments can impact a student's focus in the class. They can also affect a teacher's attitude in the class. Concerning seat arrangements, students sitting at the back are seen as observant and those on the front chairs contribute much to the class discussion (Hamouda, 2012). Uncomfortable seat arrangement for group work highly impedes student centered learning in which students talk more compared to teacher-centered (Barry et al, 2000).

The way in which teachers organize their class, or how they control it, will provide positive or negative consequences for their students. If a teacher is unmotivated there will be a direct impact on the students within the classroom. It is important to understand the ways in which to affect this environment in order to receive maximum effectiveness in interaction. Also a positive learning environment is a learning setting filled with a wide variety of resources.

It encourages the learning positively. It is a kind of learning environment which engage learners, has good relationship, clear communication, and trust between all participants. Whereas, negative learning environment need to be filled with the wide variety of resources. The teachers need to be provided with adequate resources, the greater the inadequacy, the more problems the students tended to have.

Similarly, if teachers are motivated and positive they will likely have a beneficial impact on their students as well. It is important for teachers to understand this cause and effect in order to understand how to organize their classroom to create a better learning environment. The arrangement of desks in the classroom affects students' interaction. Physical environment of the classroom makes a noticeable impact on student success. The standard for many classrooms today is to have desks aligned [arranged in a straight line] in rows within the classroom (Ryan Hannah, 2013).

Finally, this system of arrangement seems to make students lose focus and creates a higher number of disruptions in the classroom. This structure does not encourage interaction between students and focuses more on the student as an individual completing their own work. Students are social creatures that want attention, and if they aren't going to be able to get it from their classmates then they will commonly act out to get attention from their teacher.

The seats are flat fixed desks that cannot be rearranged to facilitate group work activities. Students get frustrated since they cannot listen to each other easily in their group discussion. Traditional seat arrangement of class is a primary obstacle to achieve effective interaction. Large class size is another challenging factor. In large class, it is difficult to manage and support all students in group work activities; they do not feel comfortable to participate in such overcrowded and suffocated classroom. This reality has been proved through class observation.

2.7.9. Shortage of instructional materials

One of the affecting factors of students in secondary school is due to lack of available instructional materials. The instructional materials such as text books, reference books, magazines, new audio visual (plasma) and other equipment are very crucial in facilitations effective learning. In addition, instructional materials are critical element or a component part in learning. The intended curriculum cannot be easily implemented without them. Instructional materials organize the scope and sequence of information that provides opportunities for students to use what they have learned to enhances instructional outcome.

Moreover, the quality and relevance of textbooks and others reference materials in schools is one of the most consistent factors leading to improve the quality of education. They have the largest and most obvious influence on curriculum to the extent of standardizing teaching aid structural practices. Textbook is the single most important instructional tool in the class room. It is considered to be one of the major tools for a foreign language teaching. Textbooks provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in (Richards, 2001).

Ur (1996) used the term course book to refer to textbook of which the teacher and usually each student has a copy, and which is in principle to be followed systematically as the basis for a language course. In the case of instructional material and other teaching equipments shortage in the selected secondary schools several students share few text books to interact in classroom. This is on factor which could affect teachers and students interaction.

UNDER PEER REVIEW

3. RESEARCH METHODOLOGY

3.1. Research Design

The study was planned to investigate factors affecting students' interaction in English classroom. For the purpose of this study mixed method design was used. Recently, research approaches have become more flexible in their application of methods mixed-methods being more acceptable and common. As Creswell (2003) a mixed-methods approach to research is one that involves gathering both numeric information (e.g., on instruments) as well as text information (e.g., on interviews) so that the final data base represents both quantitative and qualitative information.

3.2. Population of the Study

The target population of this study was the grade 10 students and English teachers at three selected secondary schools in Tembaro Woreda in SNNP Region.

3.3. Sample Size and Sampling Techniques

For this study the researcher used three secondary schools from Tembaro Woreda. From total 958 grade 10 students of three selected secondary schools 115 students as sample population were selected by considering 12% of the population. Then, the researcher took 5 English teachers who were currently teaching English language in grade 10 at these schools.

The students were selected by simple random sampling method or a technique that provides equal opportunities for students to participate whereas; teachers were selected by using non-probability sampling or available sampling technique. The researcher used all grade 10 English teachers in those schools, who were currently teaching English, selected purposively for interview, because they were five or fewer in number to manage.

3.4. Instruments of Data Collection

For collecting relevant information on students' interaction the researcher used questionnaire, interview and observation. These data gathering tools were used to obtain information from grade 10 students and English teachers, and to examine students' interaction in English classroom. .

3.4.1. Observation

Observation is used to gather qualitative data. It is significant in classroom research for collecting genuine and pertinent data from teachers' and students' behavior in the actual setting. Researchers employed observation suitable or appropriate in educational research (Cross, 2007). Observation was considered as appropriate for the study because what the teachers and the students do in the class when the researcher physically presents to see an event take place during interaction in the class. Thus, the study simply examined the pattern of interaction.

The purpose of observation in this study was to check whether the respondents' response was the same with what was going on in the class during interaction. Hence, in this research study formal observation was employed. To gather the information, five randomly selected classes were observed two times each. That means ten observations were made in five classes. The data collected were based on the requirement of the classroom observation checklist. During the classroom observation to overcome the problem in the actual classroom practice, the researcher registered events related to students' interaction and teachers' activities to minimize students' interaction.

3.4.2. Questionnaires

Questionnaire is widely used in education research to obtain certain information. To collect the information from students the researcher used closed-ended questionnaires. When the researcher was preparing the questionnaires for students he used limited items in order to avoid boringness. The major concern of the questionnaires was teachers-student interaction related factors that affect students' interaction.

During the time of data collecting through questionnaires the participants of the study were informed that they have the right to participate voluntarily. The questionnaires were distributed to the respondents for the actual work of the study and returned back from the sample population. Best and Kahn (2006) indicate that both kind of items can be used in questionnaires.

3.4.3. Interview

Interview was used as one of the data gathering tools to get the necessary data from grade 10 English teachers. The main purpose of the interview was to cross check information from other sources and to obtain data not revealed by another instruments for data collection. Best and Kahn (2006), stated that people tend to be more interested to talk than to write; hence, they are likely to provide detailed information when they are asked orally. Such detailed information could be gathered through interview. The data collected through interview were qualitative data.

According to Kvale (1996: 1) the interview helps to understand the world from the subjects' point of view, to unfold [to open] the meaning of people's experiences. It involves personal interrelations between the interviewer and informant, and the knowledge understanding that results from their dialogue and interaction (Kvale, 1996). The researcher organized the interview plan depending on the willingness of the teachers and it was conducted out of teachers' school time. The interview questions were designed to obtain the necessary information about factors affecting students' interaction and how English teachers manage to overcome the problem in the actual classroom practice.

According to Selinger and Shohamy (1989) the use of interview as a data collecting instrument permits a level of in-depth information, free responses, and flexibility that cannot be attained by other procedures. Interview was held with five purposively selected teachers. There were four basic guiding questions. These are: how do you feel about students' interaction in your English classroom, how often do you employ pair or group discussion to promote students' interaction, what factors affecting students' interaction and what improvements do you think should be made to solve the problems. These questions help the researcher to explore detailed information from teachers'.

Therefore, the instrument was helping the researcher to answer the question what strategies the target group used to minimize interaction in English classroom.

3.5. Data Collection Procedures

First the questionnaire, interview and observation checklist were prepared. Then, participants were selected at random in accordance with the sampling size mentioned above. The purpose and procedure of the study was explained.

During the time of data collection, the participants of the study were informed that they have the right to participate voluntarily and not being forced to participate. After this, questionnaire was distributed to the respondents for the actual work of the study and returned back from the sample population. Also the researcher used interview and observation. Finally, the researcher carefully examined all the collected data and unclear statements were corrected before the actual usage.

3.6. Method of Data Analysis

The data obtained from the questionnaire, interview and observation were analyzed using different methods based on the specific nature of the data. The quantitative data obtained through close-ended questionnaires was edited and categorized in the tables. Then, qualitative data gathered through, interview and observation were analyzed using narrative description. Qualitative method helps to study things in their natural setting or situation. It is mostly associated with words, language and personal experiences to understand the human experience in social context using open-ended questions. Finally, data was summarized to reach conclusion and for certain recommendations.

4. DATA PRESENTATION AND ANALYSIS

This part mainly deals with the presentation and analysis of the data that were collected for the study. The description of the participants, the analysis of data obtained through the students questionnaire, classroom observation checklist and teachers' interview are presented and analyzed in the following sections.

4.1. Description of the Participants

Table 1: Description of the participants

No	Secondary Schools	Section	Grade 10 English Teachers	Grade 10 Total Students			12% of Sample Students		
				Male	Female	Total	Male	Female	Total
1	Mudulla	10	3	255	245	500	31	29	60
2	Keleta	4	1	146	121	267	17	15	32
3	Ambukuna	3	1	123	68	191	15	8	23
	Total	17	5	524	434	958	63	52	115

As indicated in Table 1, for this study the researcher used three secondary schools from Tembaro Woreda. From total 958 grade 10 students 115 students as sample population were selected by considering 12% of the population. Then, the researcher took 5 English teachers who were currently teaching English language in grade 10 at these schools.

4.2. The Analysis of Data Obtained through the Students Questionnaires

The responses of students about their perception and factors affecting their interaction in English classroom are presented using the table. This part deals with various factors that affect students' interaction in English classroom.

The students' questionnaire contained factors are grouped under three categories. These are overall classroom tasks, teacher role and students' activities that affect students' interaction. Therefore, in this section the responses obtained through the students' questionnaire are analyzed and presented using the tables.

Table 2: Overall classroom tasks in students' questionnaire

Ranking key: SA =Strongly Agree, A= Agree, UN=Undecided, D=Disagree and SD= Strongly Disagree

No	Items	SA	A	UN	D	SD
		%	%	%	%	%
1	English classroom lesson involves interactive tasks.	29.6	33.9	7.8	23.5	5.2
2	Classroom interactive tasks invite all students to interact.	20.8	9.6	-	47	22.6
3	Interactive tasks are helpful to promote students' interaction.	45.2	38.3	-	12.2	4.3
4	There are sufficient instructional materials.	1.7	14.8	1.7	44.4	37.4
5	There is enough time for all students to take part in interaction.	13	15.7	-	36.5	34.8

To begin with, Table 2 the result of item 1 indicates 63.5% of the respondents agreed and strongly agreed that there were interactive tasks or activities that English lesson involve or the activities were found to be interactive. Similarly, the observation results also showed that 70% of observed classes there are interactive tasks or activities that English lesson involves. However, this does not mean that every activity is properly designed and implemented in the way it involves all students in the classroom.

Item 2 show that only 30.4% of the respondents agreed with the statement that classroom interactive tasks invite all students to interact. The majority of the respondents disagreed. This means the classroom interactive tasks not invite all students to interact.

Likewise, it is also presented in observation results show that 60% of observed classes the classroom interactive tasks were not inviting all students to interact.

Another result of item 3 shows that 83.5% of the respondents were agreed and strongly agree with the given statement that interactive tasks are helpful to promote students' interaction. The respondents have shown their strong support to the idea. On the other hand, the result of item 4 indicates that 81.8% of respondents' disagree and strongly disagree with the given statement. Besides, classroom observation also revealed that 90% of the observed classes there were no sufficient instructional materials in the schools. Therefore, this indicates that the learning environment is not conducive for the students to interact.

Regarding item 5 the result shows that 71.3% of respondents' disagree. This indicates there is not enough time for all students to take part in interactive activities. Moreover, it is also showed in observation results that 80% observed classes; the given time is not enough for all students to complete activities. Importance of giving enough time has been stated that students need time to think about the language they are learning and see what its linguistic system looks like (Lopes, 2004).

Table 3: Teachers' role in students' questionnaire

No	Items	SA	A	UN	D	SD
		%	%	%	%	%
1	Teacher tries to use different possibilities for all	15.7	15.7	0.86	52.1	15.7

	students to take part in interaction.					
2	Teacher gives pair or group activities for the students to interact.	44.4	26.1	-	10.4	19.1
3	Teacher gives more attention or treatment for male students in interaction.	39.2	25.2	1.7	12.2	21.7
4	Teacher gives more attention or treatment for female students in interaction.	9.6	20	0.86	42.6	26.95
5	Teacher focuses only on active students when implementing interaction.	37.4	47	-	5.2	10.4

Teachers have many roles to promote interaction in English classroom. However, the result of Table 3 item 1 shows that 67.8% of respondents' disagree with the given statement. Thus, the data indicate that the majority of language teachers were not trying to help their students to engage in interaction as believing that students are not interested to take part in interaction. Similarly, the observation results also showed that 70% of the observed classes, the teacher have did not try to use all possibilities to involve or engage all students to take part in interaction. Therefore, the teachers were not played sufficient role or not tried to use all possibilities to engage all students to take part in English classroom interaction. Also students were not encouraged to interact.

Regarding item 2 the result indicates that 71.3% of respondents' agree with idea that teacher gives pair or group activities for the students to interact. However, the teacher did not give enough time for pair or group activities that the students to interact each other. The time ended before more than half of group members contributed their idea to their group. This means the discussion carried out by teacher-centered in the whole class.

Another result of item 3 reveals that 64.4% of respondents' agree the teacher give more attention or treatment for male students in interaction. The other similar point which is raised under item 4 was 69.5% respondents' disagree that teachers did not give more attention or treatment for female students in interaction. The students' interaction would be affected by teachers' treatment. It was practically observed in the classroom interaction. As O'Gara and Kendall (1996) reported that males and females students receive different treatment from their teachers. Therefore, the results of the two opposing statements are found to be the same and support each other.

Regarding item 5 the result show that, 84.4% of the students responded that they agree and strongly agree in the given statement that English teachers focus only on active students when implementing interaction rather than giving chance for all students. Active or voluntary students were given special attention by their language teachers during interaction. Similarly, the data from the observation result revealed that teachers frequently focus on active students. Because they simply predict that most of the students don't want to interact in the classroom. On the other hand, it is also possible to infer that the English teachers don't allow students to learn among themselves to develop their interaction. Also performance is reduced due to fear of speaking English.

Table 4: Students' activities in students' questionnaire

No	Items	SA	A	UN	D	SD
1	All students are interested to involve in classroom interaction.	11.3	11.3	1.7	49.6	26.1
2	Students use only English in classroom interaction.	7.83	15.7	1.7	52.17	22.6
3	Students prefer to use L1 during pair or group interaction	33	32.2	1.7	15.7	17.4
4	Students interact more freely with each other.	29.7	36.52	-	13.08	21.7
5	Students interact more freely with their teacher.	14..8	13.9	0.86	39.13	31.3
6	Students often feel shy and fearful to speak in English even with their classmates.	33.9	35..7	0.86	19.1	10.44
7	Students report the result of group activities to the class.	15.7	12.1	-	34.8	37.4

The result of Table 4 item 1 indicates that 75.7% of respondents' disagree with the given statement that most of the students are not interested to involve in classroom interaction. Also the classroom observation result indicates that the students lack interest in performing interaction. Regarding item 2 the result showed that 74.7 % of the respondents disagree that students do not use English while they carry out interaction. The result of item 3 shows that 65.5% of respondents' agree that students prefer to use L1 during pair or group interaction. Moreover, in the observation result revealed that 80% of the observed classes' students prefer to use L1 during pair or group interaction. Also the students were not encouraged to use the target language in their group discussion.

On the other hand, the result of item 4 indicates that 64.2% of respondents' agree with the raised idea that students interact more freely with each other. The majority of the students' agree with the concept. Because they know each other more when they work together and strengthen their friendly relationship. On the contrary, the result of item 5 shows that 70.4% of respondents' disagreed and strongly disagreed that students not interact more freely with their teacher. The same result was also presented in the classroom observation results. Therefore, students' perception of the friendliness of their peers contributed to how often they were willing to speak in the class.

The students' responses of item 6 show that 69.6 % of them agree to the idea that students often feel shy and fearful to speak English in the classroom. Besides, the classroom observation result show that 80% of the observed classes, students often feel shy and fearful to speak in English even with their classmates. Most of the students do not interact or their performance is reduced due to fear of speaking English. Also teachers of English who are assigned to teach English are expected to explain, communicate with students, and question them effectively and respond fully to their questions using the English language (MOE, 2003, p.41).

This implies that there should be useful interaction between teachers and their students in English classroom. In communicative language teaching approach, students are encouraged not to fear to speak English in the classroom.

In support of this finding, Green (2006) reported that when large numbers of students are together in a class, the situation creates some kind of fear to talk. It is worse especially for those who already feel ashamed in small group.

Another study reported that students feel more comfortable when they did not get in front of the whole class to speak (Young, 1991). As it was observed in the class, students engaged in the discussion in small group than when they discuss with teachers in the whole class. Regarding item 7 the result showed that 72.2% of respondents' disagreed that most of the students were not interesting to report the result of group activities to the class. Similarly, in 70% of observed classes the same result was also presented in the classroom observation.

4.3. The Analysis of Data Obtained through Classroom Observations

In this section, the data obtained through classroom observation would be presented and analyzed. To gather the information, five randomly selected classes were observed two times each. That means ten observations were made in five classes. The data collected were based on the requirement of the classroom observation checklist. The results of observed classes were added up and presented in the following tables.

Table 5: Overall classroom interaction during observation

No	Items	Yes		No	
		No	%	No	%
1	Does English classroom lesson involve interactive tasks?	7	70%	3	30%
2	Are the classroom interactive tasks inviting all students to interact?	4	40%	6	60%
3	Is there enough time for all students to take part in interactive activities?	2	20%	8	80%
4	Are there sufficient instructional materials?	1	10%	9	90%

The observation result of Table 5 (item 1) indicates that 70% of observed classes there are interactive tasks or activities that English lesson involve or the activities were found to be interactive. Beside, students' questionnaire similar results indicated. Item 2 show that 60% of observed classes' interactive tasks were not inviting all students to interact. Another observation result of item 3 indicates 80% of observed classes there is not enough time for all students to take part in interactive activities. In the observed classes the time given for each is not enough to complete activities. The time ended before more than half of group members contributed their idea to their group.

Importance of giving enough time has been stated that students need time to think about the language they are learning and see what its linguistic system looks like (Lopes, 2004). This observation result strengthens students' response in the questionnaire and interviews that shortage of time affects their interaction. Also the teacher preferred teacher centered approach and effective interaction might not be achieved in most of the classes. Moreover, item 4 indicates 90% of the observed classes there were no sufficient instructional materials.

Table 6: Teachers' role during observation

No	Items	Yes		No	
		No	%	No	%
1	Does the teacher try to use all possibilities to engage all students to take part in interaction?	3	30%	7	70
2	Does the teacher give pair or group activities for the students to interact?	6	60%	4	40%
3	Does the teacher give more attention or treatment for male students in interaction?	6	60%	4	40%
4	Does the teacher give more attention or treatment for female students in interaction?	4	40%	6	60%
5	Does the teacher focus only on active students in interaction?	7	70%	3	30%

Teachers' role in promoting foreign language learning is very important, as they are responsible for providing students with appropriate contexts in communicative situations that allow students to express themselves and interact in the target language. So that teachers have many roles to promote interaction in English classroom. Some of their roles are listed in the observation checklist and presented in percentages for easy analysis. The classroom observation result presented in Table 6 indicates that majority of the activities expected to be practiced by the teachers. For instance, the result of Table 6 item 1 show that in 70% of the observed classes, the teachers did not try to use all possibilities to involve or engage all students to take part in interaction.

Therefore, the teachers played insufficient role to engage all students in English classroom interaction. Also students were not encouraged to interact. Regarding item 2 group and pair works were preferred in 60% of the observed classes. However, the teacher did not give enough time for pair or group activities those students to interact each other. This means the discussion carried out by teacher-centered in the whole class.

Another classroom observation result of table 6 of item 3 reveals that 60% of the observed classes, the teacher give more attention or treatment for male students in interaction. Whereas, item 4 indicates, 60% of the observed classes the teachers not give more attention or treatment for female students in interaction. The students' interaction would be affected by teachers' treatment. In revision to this, O'Gara and Kendail (1996) reported that males and females students receive different treatment from their teachers. Therefore, the results of the two opposing statements are found to be the same, support each other and fit with what was practically observed in the classroom interaction.

Moreover, the result of item 5 indicates that 70% of the observed classes the teachers focus only on active students when implementing interaction rather than giving chance for all students. Active or voluntary students were given special attention by their language teachers during interaction. From these data, it can be possible to notice that teachers have not played their roles to promote interaction in English classroom

Table 7: Students' activities during observation

No	Items	Yes		No	
		No	%	No	%
1	Are all students interested and engaged in classroom interaction?	3	30%	7	70%
2	Do students use only English in classroom interaction?	3	30%	7	70%
3	Do students prefer to use L1 during pair or group interaction?	8	80%	2	20%
4	Do the students interact more freely with each other?	6	60%	4	40%
5	Do the students interact more freely with their teacher?	4	40%	6	60%
6	Do students often feel shy and fearful to speak in English even with their classmates?	8	80%	2	20%
7	Do the students report the result of group activities to the class?	3	30%	7	30%

The result of Table 7 item 1 indicates 70% of the observed classes the students lack interest in performing interaction. The reasons might be due to the factors that have been discussed. Some of students' activities were also not performed well.

Regarding item 2 the result showed that 70% of the observed classes, students do not use only English while they carry out interaction. The other similar point which is raised under item 3 the observation result revealed that 80% of the observed classes' students prefer to use L1 during pair or group interaction. Most of them use L1 and Amharic instead of the target language. Also the students were not encouraged by their teachers to use the target language in their group discussion. The classroom observation result of items 4 and 5 shows that 60% of the observed classes, students interact more freely with each other than with their teacher even though they were not using English in their interaction.

Moreover, the classroom observation result in item 6 indicates that 80% of the observed classes, students often feel shy and fearful to speak in English even with their classmates.

Regarding item 7 the result showed that 70% of observed classes most of the students were not interesting to report the result of group activities to the class individually.

Another study reported that students feel more comfortable when they did not get in front of the whole class to speak (Young, 1991).

Finally, all these problems were properly preventing the students from practicing interaction. Therefore, effective classroom interaction was not practiced in most of observed classrooms. However, to some extent it was done in some observed classrooms.

4.4. The Analysis of Data Obtained through Interviews

In this section, the data gathered through interview from the five English teachers' about whole classroom interaction would be presented and analyzed. The analysis of data gathered through interview has also shown some differences with the findings of questionnaire and observation. The interview questions were designed to obtain the necessary information and to examine the common factors that affect students' interaction.

This interview conducted with English teachers to overcome the problem in the actual classroom practice. Five teachers have participated in the interview. The researcher used T1, T2, T3, T4 and T5 to represent five English teachers respectively. They were asked four related open-ended questions and the data of their responses were organized and presented depending on teachers' responses.

Item 1: Researcher: How do you feel about students' interaction in your English classroom? What about your students?

For this interview question the teachers' responses were that most of them are interested to practice interaction in communicative approach the assumptions and views of active students' interaction. But grammar teaching approach and national exams oriented teaching influenced them. Most of them were teaching English language structure based on grammar due to the presence of keeping the interest of learners to promote national exam. In this regard teachers traditional teaching approach in which the teacher dominates influenced interaction in the classroom and inhibits learners' from interaction. Teachers forwarded that:

T1: Really, I am interested to practice interaction in communicative approach. But most of our teachers who were teaching English language generally based on grammar teaching approach. They were teaching the language structure due to the presence of keeping the interest of learners to promote national exam

T2: Well, Interaction in English classroom is very interesting. I am very happy to practice interaction in communicative approach because students use their language the way they like.

T3: Yeah, I have been trained in communicative approach that the way one can learn and acquire better language. Really, I have been dealing or taking part with the issue of students' interaction that enables the learners to develop communicative skills.

T4 says: I am interested in students' interaction. But grammar teaching approach and national exams oriented teaching influenced me and I am trying to separate myself from it. Also I am not using role models even the textbook allows to use.

T5. Replied: I am still trying my best to practice interactive learning in the classrooms.

Also teachers' reflection suggests that most of their students are not interested in classroom interaction. They are fearful because primary school does not prepare them to practice interaction. Students are assumed that interaction is not their benefit and they take interaction as wastage of time. They believe that in order to succeed in national exam, teachers have to teach them more of grammar rules using lecture method. In this case, students lack self-confidence to practice interaction. Teachers suggested that:

The majority of our students, especially the girls are afraid to speak. They are fearful because primary school does not prepare them to practice interaction. (Teacher 1) Also my students have different attitudes that based on their academic back ground. They are not interested in classroom interaction. (Teacher 2)

From my experience, some students fear to speak, thinking that their answers may be wrong. For some of them, this may seem shame and give them the image of incompetence. In classroom activities, many students do not speak even they have correct responses. (T3)

Students are not interested to participate in interaction and to practice activities because they fear to speak English. (Teacher 4)

I am still trying my best to practice interactive learning in the classrooms. Students are assumed that interaction is not their benefit. Also they take interaction as wastage of time. They believe that in order to succeed in national exam, teachers have to teach them more of grammar rules using lecture method. (Teacher 5)

Item 2: Researcher: How often do you employ pair or group discussion to promote students' interaction in English classroom?

From the responses of teachers the employing of pair or group discussion has significant contribution to promote students' interaction in English classroom. Teachers usually employ group or pair discussion especially, when there are interactive activities. If students practice interaction in the classroom sharing their ideas they develop confidence to use the language in the real life situation. Interaction facilitates or promotes communication.

T1: Yes, I usually employ group or pair discussion especially, when there are interactive activities, role play and discussions. I would arrange students in group cooperatively and order them to discuss in a group and to present to the class. While the group leader presents, the other group member will ask question.

T2: I employ pair or group work almost every day. Most of the activities are designed in communication approach. During interaction students take part in the discussions to share or exchange their knowledge in the class. Generally the main purpose of language learning is for communication. So that interaction facilitates or promotes communication.

T4: says: Well, I usually employ pair or group work to enable my students to share their ideas in English. While they are sharing ideas they gain confidences.

However, from the responses of teachers the class size and number of students not matched to practice interaction. It means the number of students in the class is more than from an expected. So that to employ pair or group work it is very difficult. They assume that they have no time to let every group member get chance to take turn in all the tasks. Teachers indicated that:

T3: It is important to practice interaction but the class size and number of students not matched. It means the number of students in the class is more than 70. Thus, to practice interaction or group work it is very difficult. If the class size is suitable for interaction students share their knowledge and experiences in the class as well as outside.

T5: I employ pair or group work sometimes. I have no time to let every group member get chance to take turn in all the tasks. Because it takes much time to practice.

The results of the study indicated that English classes are not suitable for the students to practice the activities in group. As a result, some students not involved in different group activities practice interaction and affects the students' motivation to develop social skills.

Item 3: Researcher: In your experience of teaching English in grade 10 at secondary school level, have you ever recognized factors affecting students' interaction? Yes / No

If yes, would you mention some of the factors?

For this interview question the teachers' responses were among the factors that affect students' interaction, the most common are foreign language anxiety, lack of motivation, teachers' lack of effectiveness, students' lack of interest to interact, students shyness or fear to speak English, students negative attitude about interaction, poor academic back ground, , exam oriented learning and worry about national exam are that negatively affect students interaction in English classroom of the schools.

T2: Yeah, many factors affect the students' interaction. The most factors are foreign language anxiety or their shyness and lack of motivation. Also poor academic back ground,

T4: as you know, fear of making mistakes and its consequences, lack of confidence, teachers' lack of interest in communicative approach, most of the students worry about national exam. Language skills are secondary for them. Teachers have the first responsibility if many students fail in their respective subjects.

In addition, teachers described that teacher centered approach or teaching style, nature of tasks, classroom effects ,large class size , shortage of time and instructional materials for interaction, are among factors commonly raised to delay implementation of effective interaction in English class.

T1: Yes, there are different factors that hinder students' interaction in our school. From these, some are students not speak in the class, copying notes takes more time than practice interaction, the large number of learners in one classroom hinders students' interaction.

Also it is difficult even for teachers to move around to help the students in the class and to manage their activities properly..

T3: Yes, for instance, teachers teaching style which is the same in every day, nature of tasks that some text book pictures are not familiar or not clear, inconvenience of seat arrangement for group activities, shortage of time and so on affect the students' interaction.

T5: Of course, there are many factors that affect the implementation of interaction. For example, the classes are not convenient and also the seats are not suitable for group activities, the textbook is extremely large to be covered in the given time. With the intention to help my students; I try to cover the content using teacher centered method. So that most of time, I am not practicing interaction in the classroom.

Item 4. Researcher: What improvements do you think should be made to solve the problems of students' interaction? How do you maximize students' level of interaction in your school?

In this interview teachers described that the improvements to be made teachers should not apply traditional lecture method and stop promoting illiterate students. Teachers should encouraging students to be active participant and increase interaction using target language in classroom. So that teachers should create favorable condition in changing the way they teach using simple and clear language for effective implementation of interaction.

Teachers forwarded that:

T1. The improvements to be made teachers should stop promoting illiterate students. In addition, teachers should not apply traditional lecture method in their classes with the intention to teach English for exam rather than for communicative purpose.

T4: The only means to solve the problem of interaction is depend on effective implementation of communicative approach or student centered in the class. In addition, teachers should not apply traditional lecture method in their classes with the intention to teach English for exam rather than for communicative purpose.

Regarding teachers perception, they expressed

T2. Teachers could apply basic strategies and guidelines such as arranging students for group discussion, encouraging students to be active participant, organize the lessons in the level of students, changing the way we teach simple and clear language. Also giving more time for students to speak in the class and having small number of students in one class are important to maximize interaction. Because it difficult to apply interaction even for active teachers in large class.

T3: Teachers play significant role to improve lower level of interaction exist in their English classes of the school. In interactive learning, employing pair or group activities make all students to involve in class discussions. Students should minimize using L1 in classroom interaction. So that teachers should create favorable condition in classroom.

T5: For improving interaction teachers should encourage students to implement interaction. The student- centered approach should apply rather than teacher-centered. The number of students in one class should minimize. The number of students in one class should minimize.

From the result of interview and teachers perception, it was concluded that that interaction is essential for learners' language development. However, the reality observed in the classroom was the reverse. The teacher-centered approach dominated most of observed classes. As a result, there was minimum interaction in the English classroom. Most teachers have experienced classes in which student interaction has been more limited than they would like, with students becoming reticent when asked to 'talk to their partners.

In the interview that made with teachers described *Moreover, These are some challenging factors of interaction Also the large number of learners in one classroom hinders students' interaction*

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study was focused on factors affecting students' interaction in grade 10 students in English classroom. The study was conducted at three selected secondary schools in Tembaro Woreda. It mainly focused on how students interact actively in English classroom; how teachers' maximize students' level of interaction and what factors determine the level and nature of interaction.

In order to achieve the intended research objectives, relevant data were gathered through questionnaire from students , observation from teachers and students in actual classroom and interview from teachers. The subjects of this study were grade ten English language teachers and students in selected secondary schools. For collecting data, 115 students were supplied with the questionnaire, five English teachers were interviewed and 10 classes have been observed. The quantitative data were analyzed in percentages whereas the qualitative one was analyzed in narrative description.

The findings of this study pointed out that English classroom interaction was not properly implemented due to teachers and students lack interest and proper commitment to practice interaction. Also foreign language anxiety, lack of motivation, teachers' lack of effectiveness, students fear to speak English language, effect of classroom environment, and shortage of instructional materials were the most common factors affecting students' interaction in English classroom. As a result, the extent of interaction found in English classroom was minimized.

5.2. Conclusions

Based on the findings, the following conclusions were drawn.

1. Most of the students were not interested in English classroom interaction especially, the girls are afraid to speak English. Students were not actively participating to promote interaction and to practice student-centered approach. Also they believe that to succeed in national exam, teachers have to teach them more of grammar rules using lecture method.
2. The support of English language teachers to promote interaction was below the required target. And the result clearly showed that teachers and only active students dominate the class interaction. Also the teachers give more attention or treatment for male students in interaction. They do not have enough time to help and to encourage their students to be active participant.
3. The study revealed that there were many factors that affect students' interaction. Among these factors the most common are foreign language anxiety, lack of motivation, teachers' lack of effectiveness, students' lack of interest to interact in English classroom, teacher centered approach and exam oriented learning, classroom effects, shortage of time and instructional materials for interaction are that negatively affect students interaction in English classroom of the schools.
4. The overall result indicates that English teachers lack interest and proper commitment to maximize interaction. They did not provide favorable condition in managing and facilitating for effective implementation of interaction. Also some teachers believed that traditional approach is better to succeed national exam.

5.3. Recommendations

Based on the findings and the conclusions drawn above the researcher forwarded the following possible recommendations.

1. Student should participant actively to practice interaction. They should minimize using L1 in classroom interaction.
2. English language teachers should make awareness their students about effective interaction. They should have enough time to support and treatment their students.
3. In order to increase students' interaction and reduce the negatively affecting factors, teachers should facilitate alternative solution. They have to make the learning environment safe and attractive.
4. Teachers should use their maximum effort to promote interaction. Also grammar and exam oriented teaching has to be replaced by interactive teaching.

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