



JIMMA UNIVERSITY
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**EFL TEACHERS' PERCEPTION AND PRACTICE OF USING
STRATEGIES OF TEACHING SPEAKING SKILLS AND THE
CHALLENGES THEY FACE: SIX SECONDARY SCHOOLS
OF GIMBO DISTRICT IN FOCUS**

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**EFL Teachers' Perception and Practice of Using Strategies of
Teaching Speaking Skills and the Challenges they face: Six
Secondary Schools of Gimbo District in focus**

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DECLARATION, CONFIRMATION, APPROVAL AND EVALUATION

Research Title: *EFL Teachers' Perception and Practice of Using Strategies of Teaching
Speaking Skills and the Challenges They Face: Six Secondary Schools of
Gimbo District in Focus*

DECLARATION

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used are duly acknowledged.

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Confirmation and Approval

This thesis is submitted for examination with our approval as a thesis advisor.

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Abstract

This study aimed at investigating the EFL teachers' perception and practice of using strategies of teaching speaking skills and the challenges they encounter in English classroom of six secondary schools in Gimbo district. Specifically, it was aimed to examine the perception of EFL teachers about using the strategies of teaching speaking skills, to assess the extent of EFL teachers practice on using the strategies of teaching speaking skill and identify the challenges teachers encounter in using the strategies of teaching speaking skills in the speaking classes. To this end, six high schools were purposively selected and all 35 English teachers were engaged in the study. A descriptive survey design involving both qualitative and quantitative approaches was used. Data were analyzed and discussed quantitatively and qualitatively. Based on the analysis of the data, it was found and concluded that teachers believed using strategies of teaching speaking as important as using strategies to teach other language skills: listening, reading, writing, vocabulary and grammar in English Language class. Most of them had also positive perception about the contribution of using strategies of teaching speaking skills. The study also found that they had little practice on incorporating speaking activities into their lessons. They didn't use strategies of teaching speaking skills regularly. The study found that lack of interest, fear of making mistakes, lack of material of teaching speaking skills. To achieve the objective of teaching speaking skills the teachers have to sustain their positive perception and develop the habit of using different strategies of teaching speaking skills. They should use audiovisual aids or other materials to support teaching activities & assess students' speaking skills. Students should be motivated to have interest to use the language and participate in speaking activities. Educational sectors have to provide training and learning materials to support teachers in using strategies of teaching speaking skills.

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Table of Contents

Contents	Page
DECLARATION, CONFIRMATION, APPROVAL AND EVALUATION.....	ii
Abstract.....	i
Acknowledgements.....	ii
List of Tables and Figure	vi
List of Abbreviations	vii
Chapter One: Introduction	1
1.1 Background of the Study	1
1.2. Statement of the Problem.....	3
1.3. Objectives of the Study.....	5
1.3.1. Main objective of the study.....	5
1.3.2. Specific Objectives	5
1.4. Research Questions.....	6
1.5. Significances of the Study	6
1.6. Scope of the Study	6
1.7. Limitations of the Study.....	6
1.8. Definition of Key Terms.....	7
Chapter Two: Review of Related Literature	8
2.1. Introduction.....	8
2.2. Speaking Skills.....	8
2.2.1. Definition of Speaking Skills.....	8
2.2.2. Barrier of Developing Speaking Skills	9
2.2.2.1. Linguistic problems	9
2.2.2.2. Psychological problems	10
2.3. Teaching speaking Skills	12
2.3.2. Essence of Teaching Speaking Skills	12
2.3.3. Principles of Teaching Speaking Skills	13
2.3.3. Strategies of Teaching Speaking Skills.....	14
2.3.3.1. Role play	14
2. 3.3.2. Drilling.....	15
2. 3.3.3. Discussion	15

2. 3.3.4. Simulation.....	15
2. 3.3.5. Storytelling.....	16
2. 3.3.6. Presentation.....	16
2. 3.3.7. Communication Games.....	17
2.3.4. The Role of Teachers in Teaching Speaking Skills	17
2.4. Concept of Perception.....	18
2.4.1. Factors Affecting Perception	19
2.4.2. The Influence of Perception on the Teaching Learning Process	21
Chapter Three: Research Methodology	23
3.1. Introduction.....	23
3.2. Research Design.....	23
3.3. Study Site	23
3.4. Participants of the Study	24
3.5. Sample and Sampling Techniques	24
3.6. Data Collection Instruments	25
3.6.1. Questionnaire	25
3.6.2. Semi-structured Interview.....	25
3.6.3. Observation	26
3.7. Validity and Reliability Checks	27
3.7.1 Validity Checks.....	27
3.7.2 Reliability Checks.....	27
3.8. Data Collection Procedure	27
3.9. Method of Data analysis	28
3.10. Ethical Considerations	29
Chapter Four: Data Analysis and Interpretation	30
4.1. Introduction.....	30
4.2. Analysis of the Data Obtained from Questionnaire	30
4.3. Analysis of the Data obtained from Observation.....	41
4.4. Analysis of the Data Obtained from Teachers' Interview	43
4.5 Results and Discussions.....	51
Chapter Five: Summary, Conclusions and Recommendations.....	58
5.1. Introduction.....	58

5.2. Summary of the major findings	58
5.3. Conclusions.....	60
5.4 Recommendation	61
References.....	63
Appendix A.....	66
Questionnaire	66
Appendix B	69
Observation Checklist.....	69
Appendix C	70
Interview questions for the EFL teachers	70

List of Tables and Figure

Figure 1 : Map of Ethiopia, SNNPRS and Kafa zone (from right to left) since 1991-present, (KZFED,2017)	24
Table 1: Perception of teachers in using strategies of teaching speaking skills in speaking class.....	30
Table 2: The frequency of using strategies of teaching speaking by teachers.....	37
Table 3. Analysis of Data obtained from Observation	41

List of Abbreviations

CUP: Cambridge University Press

EFL: English as a Foreign Language

ESL: English as a Second Language

NABU: Nature and Biodiversity Conservation Union

SWPR: South West People's Region

Gi 01: Gimbo Teacher 01

Gi 02: Gimbo Teacher 02

Wu 01: Wushwush Teacher 01

Wu 02: Wushwush Teacher 02

Ku 01: Kuti Teacher 01

Go 01: Gojeb Teacher 01

Go 02: Gojeb Teacher 02

Zi 01: Zingaj Teacher 01

Di 01: Diri Teacher 01

Di 02: Diri Teacher 02

Chapter One: Introduction

In this chapter, the basic aspects that could give essential information on the general nature of the study are presented. To this end, background of the study, statement of the problem, the objectives, significance and scope of the study, limitations of the study and definition of key terms are covered.

1.1 Background of the Study

The aim of language teaching and learning is commonly defined in relation to the four language skills: listening, reading, speaking, and writing. Depending on the language user's activity, Widdowson (1978) grouped them into receptive and productive skills. Speaking is called one of the productive skills because it involves language production and gives a chance to teachers and students to communicate orally in the classroom. According to Ur (2004), speaking, however, seems intuitively to be the most significant of the four skills (listening, speaking, reading, and writing). After all, individuals who are fluent in a language are referred to as "speakers" of that language, as if speaking included all other types of knowledge.

Moreover, the major goal of English language teaching is to give learners the ability to use English effectively and enable students to become communicatively competent. This goal will be achieved through teachers' practice and use of various strategies, and the way teachers use these strategies has a significant role in and out of the classroom practice. English is currently the global language of this era (Little, 2007). Thus, English language teaching and learning skills are being shaped according to EFL/ESL contexts. Its effectiveness in the practice of teaching speaking skills is particularly recommended as it gives students opportunities for involving in speaking activities inside and outside their classes, which later brings about advancement in speaking proficiency. With this instance, teachers play important role in using strategies of teaching speaking skills.

Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance. In order to teach second language learners how to speak

in the best way possible, speaking activities have to be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach speaking skills (Richards& Renandya, 2002).

Similarly, Richards, and Rodgers (2001) argue that teachers can use different strategies of teaching to achieve teaching-learning goals and objectives. It is correspondingly asserted by Cole (2008) that it is the teacher's role to provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being learnt. These imply that it is teachers' responsibility to make students speak English by employing suitable strategies of teaching speaking skills. Strategies of teaching are important to attain the lesson objectives, which affect the teaching-learning circumstances.

Cotter (2007) expresses that working in the speaking skill lets learners to interact and communicate in a meaningful way in several activities like exchanging information, negotiating meaning, supporting ideas, or facing oral defenses. This means that working on the oral production gives learners rehearsal opportunities to strengthen their ability to communicate a set of ideas in a range of different situations. Harmer (2009) presents three main reasons to make learners speak in the classroom. First, the author states that using speaking activities gives learners the chance to practice real life oral production in the classroom. Second, the practice of the speaking skill in the classroom through speaking activities provides feedback of the use of the language for learners and teachers. Finally, through interactive speaking practice in the classroom, students have the opportunity to use the language they have learned, making it more familiar and automatic.

Language use should not be limited to rote grammar practice or the production of words without clear intent. Instead, it should focus on enabling learners to express their thoughts effectively in real-life situations. This approach ensures that listeners can understand the intended ideas. Through this process, learners and teachers can enhance oral production based on mutual feedback, fostering a cooperative learning environment. While students often view speaking as the outcome of language learning, it is also a vital component of the learning process itself.

The use of language should extend beyond rote grammar practice and isolated vocabulary production to focus on meaningful communication in real-life situations. This approach enables learners to express their thoughts clearly, ensuring comprehension by listeners.

Through mutual feedback, both learners and teachers can improve oral skills, fostering a cooperative learning environment. While students often see speaking as the result of language learning, it is also an essential component of the learning process itself.

Effective teachers teach students using strategies of teaching speaking by using minimal responses, recognizing scripts and using language to talk about language that they can use to help themselves expand their knowledge of language and their confidence in using it. These teachers help students learn to speak so that the students can use speaking to learn (Kohonen, et al, 2001). Investigating how teachers of the English language teach speaking skills, how they perceive teaching speaking and how they best help their country in creating active, knowledgeable, and competent students will have great global and local values (Amanuel, 2015). The researcher was studying for the same purpose, aiming to uncover effective methods and practices in teaching speaking skills to enhance student learning and engagement.

1.2. Statement of the Problem

English is currently the global language of this era (Littlewood,,2007).Thus, English language teaching and learning skills were being shaped according to EFL/ESL context .Its effectiveness in the practice of teaching speaking skills is particularly recommended as it gave opportunities for involving in speaking activities inside and outside the classes, which later brings about advancement in speaking proficiency. With this instance, teachers have to play important role in using strategies of teaching speaking skills.

As teaching of speaking is having high concern in many language programs, using strategies of teaching speaking was a factor influencing the teaching outcome. Strategies of teaching employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. The former is concerned with the ability to produce written language, whereas the latter mainly focuses on producing oral language. Moreover, the strategies for teaching English language skills should be made appropriate for each skill in order to attain the expected outcomes. Regarding strategies for teaching speaking, it is ironic that, based on the experience of the researcher during studying in high school, most of the students of secondary school were not able to speak English. Furthermore, those who graduated from secondary school did not have sufficient ability for English speaking, as the teaching of English is considered unsuccessful.

The students often confuse how to practice their English skill especially in speaking. The students are afraid to start the conversation or express their ideas in English. Whereas the important thing to master the speaking ability is practice it every day. By mastering this skill the student can be compete in this globalization era.

The ability to speak is influenced by multiple factors, including both linguistic and extra-linguistic knowledge. Linguistic knowledge encompasses genre knowledge, discourse knowledge, grammar, vocabulary, and phonology, while extra-linguistic knowledge includes topic and cultural background, contextual understanding, and familiarity with other speakers (Thornbury, 2005). Understanding these dimensions is essential for effective communication in any language.

To facilitate this communication, teachers can employ various strategies to achieve their teaching-learning goals. As Reiser and Dick (1996) argue, different teaching methods can enhance the learning experience, while Cole (2008) emphasizes the teacher's role in developing effective plans that address students' educational needs. This highlights the responsibility of educators to create an environment that encourages students to speak English by using suitable teaching strategies for developing speaking skills.

With regard to the practice of teaching speaking skills, there are some studies conducted by local and foreign researchers. For instance, KedirAbda (2017) conducted a research on the practices of teachers in teaching speaking in government secondary schools of East Wollega zone. In his study, he found that students did not have self confidence in speaking skills. They did not have basic speaking skills that enable them to perform basic speaking skills such as greeting, making introductions, asking and answering questions and expressing their feelings and thoughts in the language. Another researcher, Hailu (2011) explored the teaching of oral skills in English through communicative activities in Raya Timuga Preparatory School. The finding of the study showed that teachers and students did not play their roles in implementing modern methods. And teachers' method of teaching, lack of background knowledge, students' fear of making mistakes and lack of authentic communicative activities were among the factors that affected the speaking proficiency of students.

The researcher believes that pupils may engage in speaking activities and become effective speakers if teachers employ appropriate strategies for teaching speaking skills and maintain positive perceptions of these strategies in the classroom. For instance, Tsui (1996) found that

teachers who actively engaged students in communicative activities significantly improved their speaking abilities. Similarly, Goh and Burns (2012) indicate that teachers' beliefs about the effectiveness of speaking strategies directly influence their teaching practices and student outcomes.

Despite these insights, existing research has primarily focused on student-related factors and external influences, with limited attention given to teachers' practices and perceptions regarding the use of strategies of teaching. Few studies have specifically examined how EFL teachers perceive and implement these strategies in their classrooms. Therefore, this study aims to investigate EFL teachers' perceptions and practices regarding the using of strategies of teaching speaking skills, along with the challenges they encounter.

The research integrates both linguistic and extra- linguistic factors affecting speaking ability, offering holistic view of what influences successful communication in English. This multifaceted approach allows for a deeper understanding of the complexities involved in teaching speaking skills.

In addition, this research emphasizes the importance of employing appropriate strategies of teaching tailored to speaking skills, contrasting this with the strategies used for writing. This differentiation underlines the need for targeted strategies in language education.

By addressing this gap, the current research sought to provide a comprehensive understanding of teachers' experiences and beliefs, contributing valuable insights to the field of English language education. The study focused on the following objectives and research questions to fulfill its purpose.

1.3. Objectives of the Study

1.3.1. Main objective of the study

The main objective of this study was to investigate EFL teachers' perception and practice of using strategies of teaching speaking skills as well as the challenges they encounter in six secondary schools in Gimbo district.

1.3.2. Specific Objectives

- To find out the perception of EFL teachers in using the strategies of teaching speaking skills;

- To identify the extent of EFL teachers' practice in using the strategies of teaching speaking skills, and
- To identify the challenges that teachers encounter in using the strategies of teaching speaking skills.

1.4. Research Questions

- How do EFL teachers perceive about using the strategies of teaching speaking skills?
- To what extent do EFL teachers use strategies of teaching speaking skills?
- What are the challenges that teachers encountered in using the strategies of teaching speaking skills?

1.5. Significances of the Study

The result of this study benefits people who have access to it. For example, it may provide English language teachers with valuable insights regarding the use of strategies in teaching speaking skills. It could also raise the teachers' awareness of the essential skills that minimize problems of communication encountered in teaching speaking. It also provides opportunities to the students to improve their speaking skills based on the strategies which were used by their teachers.

1.6 Scope of the Study:

This study was delimited to investigating EFL teachers' perception and practice of using the strategies of teaching speaking skills. It also dealt with the challenges they encountered in using strategies to teach speaking skills in six secondary schools in Gimbo district.

1.7 Limitations of the Study

The selected schools were far from each other and this challenged the researcher during the data collection process. Some of the respondents were unwilling to fill in and return the questionnaire within the required time. It is also believed that the study might have been more reliable if it was possible to increase the size or the number of the sample schools and number of teachers since the larger sample size is the better the reliability. However, an effort was made to get support for gathering the data. Similarly, possible agreements were made after discussion to ensure the reliability of the study in spite of these limitations.

1.8. Definition of Key Terms

Strategy: a plan or method for achieving language learning or teaching (Parrott 1993: 57).

-It is the art of employing plans or stratagems toward a goal.

Strategy: technique or way

Participation: the act of taking part in an event or activity

Perception: recognition and understanding of events, objects, and stimuli through the use of senses” (Richards & Schmidt 2010)

:it is a mental image

Practice: actual performance or application.

:the usual way of doing something

Challenge: Something that needs great mental or physical effort to be done successfully and therefore tests a person’s ability.

Chapter Two: Review of Related Literature

2.1. Introduction

This part deals with reviews of some literatures related to the concepts and ideas about speaking skill and using strategies of teaching speaking skills. Hence, the definition of perception, speaking, especially about speaking skills, teaching speaking, the roles of teacher, strategies in teaching speaking skills, and challenges encountered in applying strategies of teaching speaking skills are presented here after.

2.2. Speaking Skills

2.2.1. Definition of Speaking Skills

Speaking is one of the four language skills (writing, reading listening and speaking). It is a way in which learners can communicate to express themselves or convey certain points or opinions, feelings or even dreams. Speaking abilities have been defined in a variety of ways by various scholars. Nunan (2003), for instance, described speaking as an oral skill that entails creating deliberate verbal utterance s to express meaning. Speaking was described by Mart (2012) as the capacity of speech to convey or exchange ideas through language. Speaking is an encounter that, according to Thornbury (2005), calls for the capacity for teamwork in managing it. Similarly, Brown(2001, p. 267) stated that when someone can speak a language, it means that he or she can carry on a conversation competently. In addition, he states that the benchmark of successful acquisition of any language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

According to Richards and Renandya(2002, p.204), effective oral communication requires the ability to use the language appropriately in social interactions that involve not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown(2007, p.237) says that social contact in interactive language function is a key importance, where it is not what you say that counts but how you say it, what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

Pollard(2008, p.33) says that speaking is one of the most difficult skills for students to master. This is hardly surprising when one considers things involved in speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with. Bailey(2005, p.175) states that oral interactions can be characterized in terms of routines, which are conventional and therefore predictable ways of presenting information which can either focus on information and interaction. Moreover, according to Kayi (2009: 13), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching.

2.2.2. Barrier of Developing Speaking Skills

Some barriers come from the external and internal factors when teaching speaking English to EFL learners. These aspects have been discussed as follows:

2.2.2.1. Linguistic problems

Richards (2008), cited by Fitriani , et al.. (2015) states that students' problems in speaking English are caused by linguistic problems namely less vocabulary required to converse, destitute in pronunciation, and also destitute in grammar.

Vocabulary: In communication, the suitable diction or word called vocabulary is needed. According to Sudirman (2019), students cannot communicate effectively or to convey their ideas either in written or oral form if they don't have adequate vocabulary. It has perhaps occurred for the students who have lack of vocabulary in speaking performance in which their communication is not going well. Khan (2005) talks that having inconvenient to adopt word or expression to speak already used to undergoing by many students whose learn English as a target language. In this case, not a few of students confuse to integrate and to put on the adequate vocabulary when demanded to share their ideas from source language into target language.

Pronunciation: To promote speaking skill is needed correct pronunciation to produce a clear communication in order to there is no misunderstanding. However, adult learners or college students may have greater trouble than young learners in approaching native speaker pronunciation, it is caused they have been influenced by their culture (Harmer, 2002). Hence, because of English is not mother language, many students still making error to pronounce

many words in English correctly so that it perhaps someone who is a listener will make a wrong interpretation towards the words what speaker utter is. Therefore, students should have a good pronunciation in order to can speak in English naturally also comprehensible. Regarding to Burns, Anne & Claire (2003) state that as English speaker is necessary to gain intelligibility, comprehensibility, and interpretability in communication.

Grammar: It is one of the important aspects as a rule in English. However, in communication, people often miss a grammatical rule even ignore it, actually is not a big problem as long as the listener understands what the speaker means but to prevent misunderstanding, having correct grammatical structure is required. In addition, in EFL class when performing oral presentation students often making mistake in grammar, they don't realize whether their grammatical structure used is correct or not in a sentence, nevertheless it can cause misunderstanding in interpreting the meaning of their ideas among the audiences as listeners. Therefore, Students need grammar to set a proper sentence in conversation (Azlina et al., 2015). On the other hands, there are students who too much concern in grammatical usage when they are performing oral presentation. Consequently, it can cause their ideas that are going to be delivered to the audiences to disintegrate, instead. So, grammatical rule aspect can affect and even bar students' speaking.

2.2.2.2. Psychological problems

Here are several barriers related to psychological problems according to Thornbury (2005), followed:

Lack of self-confidence: Having problem in self-confidence is a common condition that college students undergo. In accord with Harmer (2002) talking about adult learners whose get under-confident, which is probably due to they have experienced failure or criticism at school. In addition, based on Elliot (1998) mentions that concept of self-confidence links to self-conviction in one's personal judgment, potential, capability or power of something that indicate excessively. So, when people don't have a strong capability of something, it tends to have a lack of self-confidence. Whereas according to Krashen (1988) cited in (Jamila, 2014) who reveals the reason why students are able to succeed in mastering second language, it is caused they have a self-confidence, high motivation, and also they have a low level of anxiety. It means, when students hold a shortage of self-confidence, low motivation, and having great level of anxiety, consequently perhaps they will fail because those factors

become barriers for them in mastering English as the target language. In this case, there are several characteristics classified into lack of self-confidence, namely feeling make a mistake, shyness, inconvenience because of environment, and a lack of faith. Hence, to be able to master in speaking English, the students should increase their self-confidence.

Anxiety: People often undergo anxiety appearing suddenly in many situations. Based on Horwitz (2010) explains that “foreign language anxiety is related to communication apprehension, test anxiety and fear of negative evaluation”. In this case, this feeling frequently comes when people begin to communicate with others in foreign language in where different situation same as students who learn English in EFL class in which they got an anxiety attack, for instance, when they were required to speak in English during performing oral presentation or even just sharing the ideas in class discussion, sometimes they feel an anxiety. It is supported by Ellis (1994) cited in (Tasnimi, 2009) said that a certain situation as well as requiring to speak in public or in class, causing an anxiety. Furthermore, according to Heng (2012) stated that language anxiety not only affecting to learning process but also it can bring down a students’ motivation to learn English as their second language. Thus, anxiety has a big role as a barrier for students in speaking English therefore they have to reduce that feeling in order to speaking performance is going well.

Teacher and Classmates Judgments: Doing classroom presentation which is conveying their ideas in English in front of class as presenters, it makes them become a center of attention in which their teacher and classmates will watch their language performance. In this case, teacher and classmates’ judgments consider as one of factor barriers due to sometimes teacher’s comments or interruptions in the middle of presentation activity will obstruct the students to continue their speech. It probably makes their ideas mess up so that students cannot produce their ideas well. Besides, classmates’ reaction toward presenters’ performance also can influence them which students assume that their classmates laugh or judge negatively their language in speaking English. As adult learners, they really concern toward negative judgment that they receive either come from their teacher or classmates. It is supported by Richards & Renandya, (2002) who says that “adult learners are concerned with how they are judged by others”.

Lack of Motivation: Student’s encouragement in willingness to speak English while giving presentation is led by a motivation. Motivation has an impact on students’ learning outcome. In case the students have a lack of motivation to speak English due to some factors, it can

cause to their poor performance's result. A study had done by Hiromori in 2006 reveals that a motivation has a positive link to English learning performance (Hiromori, 2006). Besides, lack of motivation is occurred since some factors, namely the learning classroom environment, the learning materials, classroom or teacher's attitude etc.

2.3. Teaching speaking Skills

Speaking instruction is a crucial component of teaching foreign languages. Speaking to ESL students entails teaching them how to make English speech sounds and sound patterns, as well as how to utilize the language swiftly, confidently, and with few unnecessary pauses, according to Nunan (2003). Al-Hosni (2014) asserts that teaching speaking aims to enhance students' oral production. In other words, a student's success in speaking can be determined by their ability to communicate effectively in a foreign language. Therefore, speaking instruction should receive more focus from foreign language teachers. A teacher teaches speaking to kids so that they will eventually employ the language components when they talk (Nunan, 2003). These linguistic elements include vocabulary, grammar, pronunciations, and conversation.

According to Goh (2007), speaking is important for language learners. Besides the role it plays in communication, speaking can also facilitate language acquisition and development. It shows that speaking is a crucial part that has to be mastered by students in order they can communicate well with others specially for their future in finding a job.

2.3.2. Essence of Teaching Speaking Skills

Learning speaking skill is important for overall academic performance of students. For some students learning speaking skill is to achieve academic success, for others it may be for communicative efficiency and in general, there are also other many reasons.

Speaking ability is an instrument of intellectual discussion and social interaction among the member of educated class. Therefore, it is essential for tertiary students to acquire an ability to speak English effectively in order to achieve success in their career. (Mohan, 2003) McDonough and Shaw (1993) suggested that people may often give judgments about our language competence from our speaking rather than from any of the other language skills.

Accordingly Brown and Yule, (1983) teaching speaking skills prepare students to be able: to express themselves in the target language, to cope with basic interactive skills like

exchanging greetings and thanks and apologies, and to express their needs, request information, services etc.

According to Richards, (2002) English is so widely taught worldwide that the purposes of learning it are taken for granted. Acquiring speaking skills would bring untold blessings to those who succeeded in learning it. Thus, it would lead to educational and economic empowerment.

Ur, (1996) expressed that speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested in learning to speak.

Today, speaking English language has become a helpful for business, travel and others economic factors in Ethiopia. In general, learning and teaching this skill is becoming essential for the above stated and other many reasons. Most of the findings have also shown us the importance of this skill in the process of learning and teaching in general, in language classroom in particular.

2.3.3. Principles of Teaching Speaking Skills

When pupils lack the ability to speak English due to a lack of practice, teaching English can be challenging. Students often find it difficult to speak up and share their beliefs and viewpoints. The teachers are faced with a dilemma here. Nunan (2003) offered a number of instructional ideas for speaking. The principles are to make teacher aware of how to plan a lesson plan and make sure the students are comfortable in producing oral language. The first principle is being aware of the differences between second language and foreign language learning context. In learning speaking, there are two contexts involved: foreign language and second language situation. It challenges a teacher to determine the part of the target language. The second principle is to give students an opportunity to practice both fluency and accuracy. In language learning, learners must be given opportunities to develop both their fluency and their accuracy. Therefore, the instructor must give the students experience using their speech skills.

The third tactic is to give pupils chances to converse in group projects. Students' capacity to talk in the target language can be strengthened by giving them additional time to do so. The

best activities to increase the amount of time students spend speaking in their target language during lessons are pair work and group work.

2.3.3. Strategies of Teaching Speaking Skills

The use of strategies of teaching speaking skill becomes crucial to the learning process. Learning objectives cannot be met without strategy. Activities are incorporated into the teaching technique to aid students in understanding the material. According to Armstrong (2013), a "teaching strategy" is a technique a teacher employs to aid students in comprehending the lesson's material and improve learning results. Additionally, Lestari (2016) defined " strategies of teaching " as a plan used to provide a lesson that covers teaching objectives and prepares processes for implementing the strategy. There are various kinds of strategies recommended to teach speaking skills. Some of them are presented as follows:

2.3.3.1. Role play

Role play is a role that is played by some people using manuscript of a story. Nunan (2003) stated that role play allows students to practice speaking target language before they do it in a real environment. Role play is approved to be communicative language learning because students are actively got involved in the conversations (Nunan, 2001). It means that students are active learners because they practice speaking through conversation. Role play is a good strategy to stimulate students to speak foreign language. Students are urged to make improvisation in the conversation. In this context, students are provided an opportunity to be more creative in using language. Harmer (2005) discussed that students can take the role of completely different characters, for instance, one student plays a role as a tourist, and the other student plays a role as a tour guide. The procedures of role play are as follow: first, teacher divides students into some groups; second, teacher gives script for every group with different themes; third, the teacher and the students practice dialogue together; lastly, students practice the role in front of the class.

In role play, lack of the time is the biggest challenge faced by teacher. Omulando, Barasa, & Maryslessor (2014) stated that teacher wishes to involve all the activity but time could not allow them. Role play needs a lot of time to do. Sato (2001) mentioned that role play spends a lot of classroom time. Regular 40 minutes lesson is too short for an effective activity to take place. Besides, students at lower grades are more enthusiastic, but they sometimes become too noisy (Lin, 2009). As a result, teacher should take some times to controls them. On the

contrary, for students at higher grades, noisy was not an issue as they better-behaved but they have less enthusiastic. Westrup and Planander (2013) stated that students do not want to participate because they argued that this strategy is childish, or students feel an embarrassment to participate.

2. 3.3.2. Drilling

One of the techniques that can be used to improve pronunciation is drilling. Thornbury (2005) defined drilling as an activity of imitating and repeating words, phrases, or the whole utterances. There are steps in drilling activity. First, students are asked to repeat what the teacher says accurately and quickly. In this strategy, students are encouraged to do more practice. Senel (2006) explained that drilling is useful in teaching pronunciation since it can create correct and accurate pronunciation. Therefore, applying this strategy in EFL class can make students able to pronounce words accurately. By repeating words or sentences, students automatically memorize the words or the sentence. Therefore, drilling can improve students speaking skill.

2. 3.3.3. Discussion

Discussion is a strategy that involves a topic or issue to be discussed together in a group. This strategy aims to make a conclusion, share ideas about a topic, or find solutions in their group discussion (Kayi, 2006). This can be done by dividing students in to pairs or small groups, discussing a topic in the group for at least ten minutes, and letting students explain the result in front of the class. It is in line with Hadfield (2000) who explained that in discussion, students can tell each other about their ideas, feelings, and experiences in greater depth and detail.

A challenge that commonly appears when applying this strategy is that there are students who are passive in a group discussion. Freeman and Greenarce (2011) stated that in discussion, there are students who dominate the discussion and there are also those who are less active. Webster, Blatchford, and Baines (2015) stated that the students cannot work together and are unable to learn from one another, increase noise, disruption and off-task behavior. Therefore, the teacher will spend too much time to control the class and make the class to be conducive.

2. 3.3.4. Simulation

Simulation is a technique used by the teacher in teaching speaking. Harmer (2001) defined that simulation is an activity where students imitate a real life environment. In simulations, students can bring items to the class to create a real life situation (Kayi, 2006). In the same

way, Nunan (2003) explained that in simulation, props and documents provide a somewhat realistic environment for language practice.

Simulations are very similar to role-plays, but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Simulation and role play are interactive types of EFL speaking assessment tasks. If they are practiced in the classroom properly, they can help students to be motivated and confident (Harmer, 1984).

2. 3.3.5. Storytelling

Storytelling is a good way to combine instruction and entertainment. As (2016) stated that through storytelling, the teacher can create an atmosphere in which the students can learn English while being entertained. When the teacher tells stories to the students, the teacher communicates with the students, entertains them, and passes on information. Therefore, by using storytelling, students can practice listening and speaking skills in a fun and interactive way. It is expected for shy or slow learners to be active participants to show their ability and get their confidence in communicating using English. This strategy also helps students to express and develop ideas from beginning up to the ending of the story about the characters and the setting of the story (Kayi, 2006).

Teacher can choose a simple story with only few characters and uncomplicated plot. The students listen to the teacher's story and repeat it. This aims to give them an opportunity to improve their speaking ability.

The challenges might be faced by teachers in teaching using storytelling. According to Keshata (2013), the teacher finds difficulties using this technique. It is frequently caused due to time constraint and noise inside the classroom. This may be attributed to the lack of teachers' knowledge and training of this technique.

2. 3.3.6. Presentation

Oral presentation is a technical way to solve students' problem in speaking. Nadia (2013) stated that presentation is an activity which uses oral expression course to develop students' speaking skill. Nadia also explained the implementation of presentation. The first is that the topic of the presentation can either be given by the teacher or it is freely chosen by students

themselves. The students find the information about this topic, and the students give the information to the audience afterward.

In teaching speaking, the teacher also faces difficulty in applying this strategy. The factor of the difficulty is appearing from their students. Nadia (2013) revealed that most of students are not able to speak English. On the other side, the teacher is also having difficulty to make the students active in the presentation. Berhanu and Tesfaye (2015) asserted that shyness is a factor that hinders learners from participating actively in presentations.

2.3.3.7. Communication Games

Game is a learning strategy that can be used to develop students' language skills. Game is an activity in which the learners play and usually interact with others (Wright, 2006). Leon & Cely (2010) asserted definition of game as an activity involving skill and knowledge or opportunity which each person follows the rules and attempts to win against the other. In addition, a game can be defined as an enjoyable activity with a set of rules or terms against each other (Webster's New Dictionary, 1994). Based on Amrullah (2015), teaching and learning process can be more interesting by using games because games are very helpful to energize the students and recharge their spirit in studying. Teacher can use games in warming-up activity such as mentioning some vocabularies that are related with an interesting topic. One of the example of games is guessing game. In the activity of guessing game, the students are divided in two groups. Every representative of the group chooses the picture that is given by the teacher and makes simple sentence as a clue.

2.3.4. The Role of Teachers in Teaching Speaking Skills

In the process of teaching and learning, the role of the instructor is crucial. The classroom is under the teacher's direction (Sikder, 2016). The teacher's role in speaking instruction includes getting students involved in class activities and supporting their efforts to speak English fluently. Based on Kayi (2003), authentic activities, real-life communication, and meaningful tasks to promote oral language should be created by the teacher in classroom environment. Al Hosni (2014) stated that student of second language lacked motivation to speak English. It means that teacher's role is also to give motivation to the students in the learning process. Besides that, teacher as a facilitator can provide opportunity and arouse students' need to learn speaking (Al Hosni, 2014). For instance, a teacher can use native speakers in the classroom to provide authentic content.

Depending on the activity, the teacher's position could change. In teaching speaking, there are three duties for the teacher, according to Harmer (2007). Depending on the objectives of the lesson, the role will change. The first responsibility is prompting. The teacher should become a prompter when students get lost or when students cannot think of what to say next. The role of teacher is to encourage students to speak and promote their proficiency. The second role is as a participant. Teacher should be a good animator when she/he asks students to produce language. It can be applied by setting up an activity clearly and enthusiastically. Moreover, teacher may also participate in a discussion or role play. In order to encourage student participation in the classroom, assure students' ongoing education, and sustain engagement with students to foster a creative environment, a teacher's responsibility is to provide new material. The teacher should, however, watch out that she or he does not control the learning activities. Being a source of feedback is the third role. The teacher's job is to respond to or provide feedback to the students. Giving feedback is also influenced by the teacher's tact and the situational suitability of doing so.

Games are fun. However, implementing games is not always easy thing to do. Usually teacher faces difficulty in controlling the students in the class which makes students noisy and class is not conducive. Armadi, Kultsum, and Dewi (2017) said that the teacher in managing time and controlling the class. They also stated that students feel afraid, shy, and hard to pronounce new vocabularies, and are less motivated to play the game.

2.4. Concept of Perception

The word “perception” comes from the Latin words *perceptio*, *percipio*, and means receiving, collecting, and action of taking possession, apprehension with then mind or senses. Babitski (2009) defines that perception is the process of attaining awareness or understanding of sensory information. In order to understand and describe process of perception people have to find all inputs and outputs of information.

Nanay (2013) says that perception sometimes is about action. Golombek (2009) states that teacher's perception is linked to belief, attitude, and knowledge. Knowledge refers to a subset of facts in a broad sense. Belief refers to a conception (narrower than knowledge) believed by people that influences attitude (Skott, 2015). Attitude refers to a person's action or behavior that reflects his/her beliefs (Schraw&Olafson, 2015). In view of the existing literatures, it can

be inferred that perception refers to individual knowledge, belief, and attitude about a particular matter.

Regarding the explanation above, Farrell & Bennis (2013) proved that exploring language teachers' perception is significant to clarify how the teachers implement their perception in the classroom practices. They found that experienced teachers tend to practice what they stated. The decision teachers made mostly based on their perception on students' needs. It is in line with Inceçay (2011) who states that belief influences both perception and judgment which affect what teachers say and do in the classroom.

Such idea was made clear by Mehr, Kazemi, & Omidvari (2015) who conducted a study about the effect of teachers' beliefs in their instructional practices. The result of the study showed that Teachers knowledge and belief influence the teachers teaching practices in the classroom. They revealed that there was positive correlation between teachers' belief about the necessity of reading strategy in teaching practices and their actual employment of classroom practices.

2.4.1. Factors Affecting Perception

Perception of an individual can be affected by several factors that range from the perceiver's own factors (related to the sense) to factors related to the person, thing or entity being perceived. According to Endalew (2011), there are psychological and social factors like attitude, belief, and socio-cultural background that affect perception. On the other hand Smeets (2001) asserted that there are the factors that influence and contribute to determine the perception. This factor includes functional or personal factors and structural factors. In more detail, the explanation of functional or personal factors consist of the needs, experiences, past, motivations, hopes, desires, attention, emotions, values , memory and mood. Meanwhile, the structural factors which consists of physical stimulus and the neural effects that work in the nervous system.

According Sobur (2012), there are factors that influence the selection of perception. These factors consist of (1) internal factors consisting of the need for enhanced psychological, background, experience, personality, attitude and general confidence, and self-acceptance; and (2) external factors consisting of intensity, size, contrast, movement, repetition, familiarity, and something new. In addition, Krech cited in Sobur (2012), argues that

perception is determined by four factors, those are (1) the physical and social environment, (2) physiological structure, (3) the needs and objectives, and (4) his past experiences.

Other experts like Gibson, et.al. (1984) state the factors that influence perception are of two kinds, they are internal and external. Among the internal factors the needs and desires of individuals, individual personality, and the experience of people can be mentioned.

The needs and desires of people play a vital role in perception. People at different levels of needs and desire perceive the same thing differently. Power seekers are more likely to notice power related stimuli. Socially oriented individuals pay attention to interpersonal stimuli. That is to say expectancy, motives or interest also affect people perception. Similarly, personality is another internal factor that influences the perception of an individual. It need not be mentioned here that optimistic beings perceive the things in favorable terms, whereas pessimistic individual view it in negative terms. Moreover experience and knowledge have a constant bearing on perception. Successful experiences enhance and boost the perceptive abilities and lead to accuracy in perception of a person (Kotler, 2000).

The external factors are also known as exogenous factors; they also influence the perception of a person. Perception is affected by the characteristics of perceived object, an event or a person. These include size, intensity, frequency, status etc Nilsson, 2006).

The bigger the size of the perceived stimulus, the higher is the probability that it will be noticed. Dominance is established by size and it overrides other things and thereby enhances perceptual selection. For example, a full page advertisement may induce more attention than a small advertisement in some corner of the newspaper. On the other hand, while reading a passage, a person comes across a few lines printed in bold letters. He automatically pays more attention to these lines. Underlined sentences and the ones in italics are generally more attentively read. The principle that the higher the intensity of external stimulus, the more likely it will be perceived is not always valid. If intensity is important, why a whisper by a student in a classroom is effective in getting attention by a teacher? Here, the answer lies in the fact that a whisper often contrasts with the rest of the noisy environment, and so gets noticed. Therefore, the intensity factor has to be considered in the light of the situation i.e. frame of reference (Kotler, 2000).

Repeated external stimulus is more attentive gaining than a single one, so states the frequency principle. Repetition is one of the most frequently used techniques in advertising and is the most common way of attracting the people's attention. Frequency results in making people aware of the stimulus. Likewise, the status of the perceived person has also got influence on the perception. Higher status people can exert influence on perception of an employee than low status people. When introduced to two people of different ranks, we tend to remember the person holding the higher rank than the other one (Kotler, 2000).

2.4.2. The Influence of Perception on the Teaching Learning Process

Like that of motivation, perception has great influence on the teaching learning process. Teachers' perception about speaking skill will either positively or negatively affect the speaking instruction. On the other hand, students' perception about the skill will affect their progress in learning the skill. According to Samson (2005: 102),

Language teachers' different views of the language teaching highly influence their teaching in the classroom and as a result make differences in their differences in their learners learning progress. This is to say that teachers' different views of the language teaching highly influence their teaching in the classroom and as a result make differences in their learners learning progress. This is to say that teachers' perception of the language learning has an impact on the teaching environment. Learners' perception also influence the way they learn.

Theoretically, perception refers to the process of recognizing and understanding events, objects, and stimuli through the use of sense such as sight, hearing, and touch (Richards & Schmidt, 2010). Perception cannot be separated from action because perception is filtered by action (Borghi, 2005). Perception is linked to action in some obvious ways. The connection between them is intimate enough. Perception is a key mediator of attitude-behavior consistency (Bodenhausen & Hugenberg, 2009).

The explanation above shows that perception plays significant roles in the teaching-learning process. For the teacher, it guides teachers to adopt, adapt, or develop their teaching materials or teaching strategies for dealing with their daily language teaching challenges. As stated by Barcelos (2003), language teachers' perception influences how the teachers teach in the classroom. Borg (2003) states that what teachers do reflects their beliefs and it can be in the form of classroom practices such as the methods, procedures, materials, interactions, and

instructions. Meanwhile, for the students, it can shape students' learning attitudes, learning motivations, and learning achievements. As cited by Richards & Lockhart (2007), students' perceptions can affect their motivations, their attitudes about language learning including their expectations and their learning strategies.

Regarding the explanation above, Farrell & Bennis (2013) proved that exploring language teachers' perception is significant to clarify how the teachers implement their perception in the classroom practices. They found that experienced teachers tend to practice what they stated. The decision teachers made mostly based on their perception on students' needs. It is in line with Johnson (1994) cited by Inceçay (2011) who states that belief influences both perception and judgment which affect what teachers say and do in the classroom.

This is cleared by Mehr, Kazemi, & Omidvari (2015) who conducted a study about the effect of teachers' beliefs in their instructional practices. The result of the study showed that teachers' knowledge and belief influence the teachers' teaching practices in the classroom. They revealed that there is positive correlation between teachers' belief about the necessity of reading strategy in teaching practices and their actual employment of classroom practices. It is also congruent with a study carried by Inayati & Emaliana (2017). The study revealed that the teachers' pedagogical beliefs play important role in utilizing Information Communication Technology (ICT) in the learning processes. The results of the study confirmed that the teacher-students' beliefs about learning English are reflected in the classroom practices

Chapter Three: Research Methodology

3.1. Introduction

This chapter deals with the research methodology that was used in the study. It also explains the design of the study, the study site, participants of the study, sampling technique, data collecting instruments, validity and reliability checks methods of data analysis, data collection procedures and ethical considerations.

3.2. Research Design

The aim of this study was to assess EFL teachers' perception and practice of using strategies of teaching speaking skills and the challenges encountered in using such strategies in six secondary schools. Therefore, descriptive survey design involving both qualitative and quantitative approaches was used. Sharma (2000) describes that a descriptive study is helpful to identify the present conditions and points to present needs. Hence, descriptive survey design enabled the researcher to analyze the data and draw the conclusions from findings. Furthermore, it helped for identifying the major perceptions, practices, suggestions and comment pertaining to the issue under this study.

3.3. Study Site

Kafa zone is found in the south western part of Ethiopia in South Ethiopian People Region. It is one of the thirteen zones in the SWPR. Kafa zone is bordered in the south by Debub Omo zone, in the South West by Bench Maji zone, in the West by Sheka zone, in the North by Oromia National Regional State, and in the East by Konta zone. The zonal capital Bonga is 419 Km South West of Addis Ababa (NABU, 2011). According to the projection of SNNPR Finance Bureau in 2015 E.C, the total population of Kafa zone is 1,281,348. Among this, Kafa is the largest ethnic group in the region constitutes 38.5 percent of the population. The population of the Kafa zone is estimated to be, of whom the majority are Kafa, Nao, Chara, and Menit living in the southern part of the Kafa zone. Kafinoono is the main language of the area with Amharic being the second widely used language. Kafa is located in the south western part of Ethiopia. Hence, Gimbo is among the 12 districts which are found in Kafa zone. Similarly, Gimbo, Wushwush, Diry, Zingaja, Kuti and Gojeb high schools are found in Gimbo district. Gimbo school is found in the capital town of Gimbo district while Wushwush is located in the West, Zingaja and, Kuti in the North Diry and Gojeb located in the East.

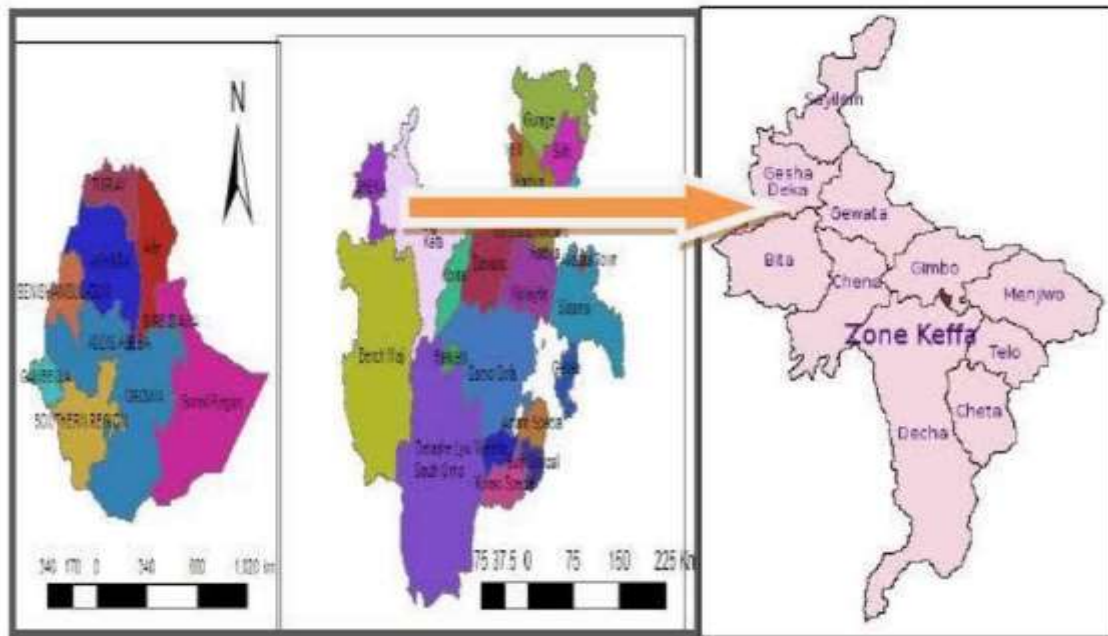


Figure 1 : Map of Ethiopia, SNNPRS and Kafa zone (from right to left) since 1991-present, (KZFED,2017)

3.4. Participants of the Study

The participants of the study were the English teachers from six selected secondary schools in Gimbo district.

3.5. Sample and Sampling Techniques

From many secondary schools in Kafa Zone, the researcher conducted the study in six study areas, Gimbo, Wushwush, Diry, Zingaja Kuti and Gojeb secondary schools. These six schools were selected using purposive sampling technique for their convenience to the researcher in terms of the researcher's experience on the areas and their suitability to get sufficient data that could enrich the study. All of the English language teachers from the selected schools were taken as a sample using comprehensive sampling technique. When we see the number of English teachers there are 8 in Gimbo, 6 in WushWush, 6 in Diry, 4 in Zingaja, 4 in Kuti and 7 in Gojeb secondary schools respectively. Therefore, these 35 English teachers from all selected secondary schools were taken as a sample for the study because; their number is small and manageable to conduct the study.

3.6. Data Collection Instruments

The researcher used three kinds of data collection instruments to ensure the validity and reliability of the data. These instruments were questionnaire, observation and semi-structured interview.

3.6.1. Questionnaire

The questionnaire was the major instrument that used to collect data in the study. It was prepared based on the objective of the study. According to Gall et al., (2007) questionnaire is a written form that poses specific questions to all individuals in the sample group, allowing all respondents to answer at their own convenience. Questionnaire is the most widely used type of data collection instrument in education. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. Questionnaires provide greater uniformity across measurement situations than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents. Questionnaire design is relatively easy (Haines, 2007). Because of this it is believed to be better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost.

The researcher prepared questionnaires in close-ended way. Close-ended questionnaires were constructed in the form of Likert-scale. Because Likert's scale is easy to construct; it is also the simplest way to describe opinion, perception, suggestion, practice and frequency of respondents and it provides more freedom to respondents related to the use of strategies in teaching speaking.

The, questionnaires were prepared in English Language and administered to the teachers in the selected schools. The questionnaire contains two parts. The first part deals with the participants' perception and the next part contains the whole number of close-ended items that address the specific objectives of the study which concerned about practice of teachers in using strategies of teaching and speaking.

3.6.2. Semi-structured Interview

Interview is the most common method in collecting qualitative data. Flick (2007) defines the interview as accessing a person's opinion and claims that the interview allows an interviewer to measure or understand the interviewee's knowledge, information, likes and dislikes, attitudes, thinking and beliefs. In this study the researcher used semi-structured interview for its flexibility for interviewer and freedom for interviewees. The interview provided potential

data for the research. The interview guide was prepared and held in accordance with general understanding on the perception and practice of teachers in using strategies of teaching speaking skills. It was also prepared in English version and the discussion was made accordingly. The process of interview was recorded in note book and voice recorder based on the willingness of the interviewees. Therefore, in this study, the researcher employed semi-structured interview for English teachers of the selected high schools. As stated above, its purpose was to gather information about the way they use strategies of teaching speaking skills and the challenges they face while using the strategies to teach speaking lessons.

3.6.3. Observation

Junias (2009) viewed observation as one way to collect primary data, describing it as a purposeful, systematic, and selective method of watching and listening to interactions of a phenomenon as it occurs. Observation is the most appropriate way of collecting data, for example, to learn about interaction or for verification purposes in order to obtain accurate information.

Creswell (2008) identified two types of observation, namely, participant and non-participant. Creswell and Plan-Clark (2007) refer to non-participant observation as “observation from the distance”, while for Best and Khan (2006) it is the researcher’s long distance observation of activities related to the topic of interest and spectator-based. For the purpose of this study, it was used in that the researcher did not involve in the activities of the group, but as a passive observer the researcher watched and listened to the activities in order to collect data from the observations. During observations the researcher focused more on overall teachers’ use of strategies of teaching speaking skills. Moreover, the purpose of classroom observation was to check the reliability of the answers given by the teachers in the questionnaire and interviews.

Classroom observation was taken as one of the instruments to investigate what actually happened in the speaking classes. Therefore, among the thirty five teachers, six teachers from six school were observed while presenting the speaking lessons. Each teacher was observed four times using a structured observation checklist. The checklist including nine items and descriptions of the strategies were all concerned with the use of strategies of teaching speaking skills in speaking skills’ lesson presentations. They were derived from the teaching procedures suggested in the course book and the existing ELT literature on teaching speaking skills. The observation checklist has Yes/No category.

3.7. Validity and Reliability Checks

3.7.1 Validity Checks

The core essence of validity is captured nicely by the word accuracy. From this general perspective, a researcher's data was valid to the extent that the results of the measurement process are accurate. Stated differently, a measuring instrument is valid to the extent that it measures what it purport to measure (Creswell, 2014). In order to establish the content validity, questionnaires were sent to research advisors, experienced teachers and university lecturers who graduated in TEFL and Literature to check items based on their relevance and representation of the the study variables and clarity of wording. Based on their comments, the instruments were improved before they were administered to the major participants of the study to reduce errors.

3.7.2 Reliability Checks

In order to check the reliability of the research instruments, a pre-test was administered in a school which was non-sampled. The questionnaire was piloted at Bishaw Secondary School which is located in Kaffa Zone, Bonga town. There were 10 teachers in Bishaw Secondary School. Among these 5 sample teachers were taken as a pilot test. After the questionnaires were returned, reliability of the instrument was measured using Cronbach alpha test. A reliability test was performed to check the consistency and the accuracy of the measurement scales. Reliability coefficient, this descriptive summary of the data's consistency normally assumes a value somewhere between 0.00 and +1.00, with these two "end points" representing situations where consistency is either totally absent or totally present. This reliability measurement indicates the extent to which the individual scale items are consistently measuring the same concept (Fowler, 2008). Based on this measurement the researcher checked the reliability of all the questions of questionnaires and assured that they are reliable to collect the data from the respondents.

3.8. Data Collection Procedure

Before implementing any of the data collection tools, the relevant data collection instruments were designed based on the objective of the study and the review of related literature. Then, the instruments were commented by the research advisors and other colleagues to make the necessary changes. At the beginning of the data collection process in the actual study area, the consent of participants was asked. Then, the purpose of the study was explained for the selected participants. Following these, discussion with school principals and teachers of the

selected schools were made on the aim of collecting data and the time to apply those tasks. This created smooth relation with concerned bodies and helped to get their willingness to collect the necessary data on time. Teachers were given clear directions to complete the questionnaire. Thus, the first data were collected using the questionnaires. This was because of its importance for the researcher to have clear information and feed-back on the perception and practice of using strategies of teaching speaking skills. Observation checklist was prepared to collect the frequency of activities and practice of teachers in using strategies in the actual speaking sessions. The researcher noted the frequency of using particular strategies of teaching speaking skills, student participation levels, and the overall classroom dynamics. The observation was done by using both structured and unstructured method. Hence both quantitative and qualitative data were collected through observation and analyzed accordingly. Additionally, interviews provided valuable qualitative data. Consequently, both quantitative and qualitative analysis methods were utilized.

3.9. Method of Data analysis

This section discussed how the collected data were analyzed. In this study, as it is stated in the design of the study, data were analyzed both qualitatively and quantitatively. Therefore, the majority of the data from the questionnaire were quantitative. But the interview and observation gave forth a considerable amount of qualitative data. The quantitative data were analyzed using the descriptive statistics, and included mathematical or graphical techniques, to organize or summarize numerical data (Gay et al., 2009). Hence, the researcher used SPSS version 20 to analyze the quantitative data obtained from the questionnaire and to arrange the data into tables, and percentages to indicate key findings of this study.

The qualitative data which obtained from observations were also subjected to content analysis, a method which involves comparing, contrasting and categorizing data in order to draw meaning from it (Gall et al., 2007). The researcher grouped data according to the predetermined themes and looked for consistencies and differences to make comparisons and contrasts. Similarly, the data obtained from the interview was presented under the theme developed from the content of interview questions. Hence, all the responses from each interviewee were presented directly and analyzed according the theme derived from the interview questions.

3.10. Ethical Considerations

This study considered all the ethical issues. To be legal and keep ethical consideration, the researcher got letter of support from Jimma University, College of Social Sciences and Humanities before going to the study area. Additionally, permission was obtained from the selected schools administration and other concerned bodies to conduct the research. Study participants' willingness was also asked and the participants were volunteers to participate in the study. The study was also conducted according to Jimma University's rules, policies and codes in relation to research ethics.

Chapter Four: Data Analysis and Interpretation

4.1. Introduction

The purpose of this study was to investigate EFL teachers' perception and practice of using strategies of teaching speaking skills and the challenges they encounter in secondary schools. In this part, the data obtained through questionnaire, interview and observation were analyzed based on the research objectives and discussed quantitatively and qualitatively.

4.2. Analysis of the Data Obtained from Questionnaire

In this section, the data obtained from questionnaire were analyzed based on the theme they belong to. Totally a questionnaire that contains 25 items was distributed and all were returned after completion. Then, the data from the questionnaire were presented under the related themes and analyzed by using table, percentage and the mean score.

The feedback of the respondents for the variables indicated below were measured on five point Likert scale with measurement value 1= Strongly disagree; i.e. very much dissatisfied with the case described; 2= Disagree, i.e. not satisfied with the case described; 3= Neutral, i.e., uncertain with the case described; 4= Agree, i.e., feeling all right with the case described and considered as satisfy; and 5 =strongly agree, i.e. very much supporting the case described and considered as highly satisfy.

Table 1: Perception of teachers in using strategies of teaching speaking skills in speaking class

No	Perceptions	Frequencies of the responses										Mean
		1	%	2	%	3	%	4	%	5	%	
1	Using strategies of teaching speaking is as important as using strategies to teach other language skills, vocabulary and grammar in English Language class.							20	57.1	15	42.9	4.43
2	Using strategies of teaching speaking provides opportunity for students to use the language in the class					4	11.4	20	57.1	11	31.4	4.2
3	Using strategies of teaching speaking helps learners' to take responsibility for their learning					15	42.9	18	51.4	2	5.7	3.63

4	Using strategies of teaching speaking is useful for making judgments about students' progress, strength and weakness.					6	17.1	22	62.9	7	20	4.03
5	Using strategies of teaching speaking helps students to foster their learning					4	11.4	25	71.4	6	17.1	4.06
6	Using strategies of teaching speaking develops students' language competence.					14	40	18	51.4	8	22.9	3.83
7	Using strategies of teaching speaking develops students' speaking skills					6	17.1	14	40	15	42.9	4.26
8	Using strategies of teaching speaking help students to develop course objectives					5	14.3	22	62.9	8	22.9	4.09
9	Using strategies of teaching speaking needs physical activity					10	28.6	17	48.6	8	22.9	3.94
10	Using strategies of teaching speaking helps learners to use the language in their education, day to day communication and future career							7	20	28	80	4.8
	Total Grand Mean											4.32

Based on the data presented in Table 1 on the previous page, the data regarding teacher's perception on the importance of using strategies of teaching speaking reveals a strong consensus among respondents. Especially there were no participants who strongly disagreed or disagreed with the statement that strategies of teaching speaking skills is as important as teaching other language skills, listening, writing, reading, vocabulary and grammar. This absence of negative responses indicates wide spread recognition among educators of the significance of strategies of teaching speaking skills within language instruction. A substantial 57.1% of respondents agreed with the statement while 42.9% strongly agreed. This high level of agreement highlights that the significant majority of teachers consider using strategies of teaching speaking skills to be critical for effective language learning. The strong agreement reflects an understanding that speaking is integral to overall language proficiency and communicative competence. The mean score of **4.43** further supports the notion that teachers favor the idea of integrating strategies of teaching speaking into their

instruction. This score indicates a positive perception of teachers about the importance of speaking within the broader context of language learning.

As indicated on the above table a substantial 57.1% of participants agreed with the statement indicating that they believed these strategies effectively enhance students' opportunities to use the language during lessons. Additionally, 31.4% of respondents strongly agreed, further reinforcing the view that using teaching speaking strategies is beneficial for student's language engagement. The neutral responses comprising 11.4% of participants suggest that while some educators may acknowledge the importance of these strategies, they might be uncertain about the practical application or effectiveness in their own classrooms. The mean score of **4.2** reflected a positive perception overall learning towards agreement. This score suggested that teachers generally viewed the implementation of using strategies of teaching speaking skills as valuable in promoting active language use among students.

As it has been shown on the table on the previous page, the data regarding teacher's perception on the statement "using strategies of teaching speaking helps learners take responsibility for their learning." reveals a predominantly positive outlook among educators. Particularly, there were no respondents who strongly disagreed (0%) or disagreed (0%) with the statement, indicating a shared recognition of the potential benefits of using strategies of teaching speaking in fostering learners autonomy.

A significant portion of respondents expressed agreement with the statement, 51.4% agreeing and 5.7% strong agreeing. This suggested that a majority of teachers believed that implementing using strategies of teaching speaking encourages students to take more responsibility for their own learning processes. The presence of strong agreement indicates that some educators feel particularly confident in the effectiveness of these strategies in promoting students autonomy. However, a considerable percentage of respondents (42.2%) choose a neutral stance, which may imply uncertainty about the extent to which strategies of teaching speaking truly enhance learner's responsibility. This neutrality can suggest that while teachers acknowledge the potential benefits, they may lack sufficient evidence or experience to fully endorse the statement. The mean score of **3.63** which falls between agreement and neutrality reflected a generally positive perception but also indicated a degree of caution. This score suggested that while many teachers see the value in using strategies of teaching speaking for promoting learner responsibility, there is still room for further exploration and discussion on the topic.

As depicted in the above table, the respondents with a significant majority of respondents expressed agreement with the statement, with 62.9% agreeing and 20% strongly agreeing. This high percentage of positive responses underscores the belief that using strategies of teaching speaking can provide valuable insights into students' language abilities, helping teachers identify both strengths and areas for improvement. The strong agreement reflects confidence among educators in the practical application of these strategies for meaningful assessment. However, a notable 17.1% respondent chose a neutral stance, which may indicate some uncertainty about the extent to which strategies of teaching speaking can effectively inform their judgments about student progress. This neutrality suggested that while many teachers saw the potential benefits there might be varying experiences or contexts that influence their perceptions. The mean score of **4.03** further reinforces the positive perception of the usefulness of using strategies of teaching speaking for assessment. This score which was closer to agreement, indicated that teachers largely viewed these strategies as beneficial tools for tracking and evaluating students' progress.

The data regarding teacher's perceptions on the statement "using strategies of teaching speaking helps students to foster their learning" indicates strong consensus in a favor of the effectiveness of using strategies of teaching speaking skills in enhancing students learning outcomes. Particularly, there were no respondents who strongly disagreed (0%) or disagreed (0%). This complete absence of negative response demonstrates a universal acknowledgement among educators of the positive role that using strategies of teaching play in facilitating student learning.

A substantial majority of respondents expressed agreement with the statement, with 71.4% agreeing and 17.1% strongly agreeing. This high percentage of affirmative responses underscores the belief that employing strategies of teaching actively contributes to fostering student engagement and understanding. The strong agreement reflects a conviction among teachers that these strategies are crucial for promoting effective learning experiences. A smaller portion of respondents (11.4%) chose a neutral stance, which may indicate some uncertainty or variation in personal experiences regarding the impact of using strategies of teaching speaking skills during lesson. This neutrality suggests that while most teachers recognize the benefits, there may be contexts or factors that influence their perceptions. The mean score of **4.06** further reinforces the favorable perception of the usefulness of using strategies of teaching speaking in fostering speaking ability. This score, which is close to the

“Agree” category, indicates that teachers largely view these strategies as beneficial for enhancing student experiences of practicing speaking activities.

According to the data on the above table a significant percentage of respondents expressed agreement with the statement, with 51.4% agreeing and 22.9% strongly agreeing. This indicates that a substantial majority of teachers recognize the importance of strategies of teaching speaking skills in enhancing students’ language skill and overall competence. The combination of agreement and strong agreement suggests confidence in the effectiveness of these strategies to improve language proficiency. However, a notable 40% of respondents chose a neutral stance. This high percentage may reflect some uncertainty about the extent to which strategies of teaching speaking skills directly contribute to language competence or may indicate varied experiences among teachers in using these strategies of teaching. The presence of neutral response suggests that while many educators acknowledge the potential benefits, they may not consistently observe these outcomes in their classrooms. The mean score of **3.83** falls between “Agree and “Neutral” further illustrates a generally favorable perception, yet it also indicates some caution or variability in teachers’ experiences. Therefore, the findings reveal a strong belief among teachers in the role of using strategies of teaching speaking skills in developing students’ language competence. However, the significant number of neutral responses points to an opportunity for further professional development and exploration of effective practices.

As indicated on the table an important portion of respondents expressed agreement with the statement, with 40% agreeing and a notable 42.9% strongly agreeing. Together, these figures indicate that a substantial majority of teachers believe that using strategies focused on speaking effectively promotes the development of students’ speaking skills. The strong agreement reflects confidence in the ability of using these strategies to yield positive outcomes in developing student performance. Meanwhile, 17.1% of respondents chose a neutral stance. The percentage suggests that while many educators recognize the effectiveness of using strategies of teaching speaking skills, some may have reservations or may not have consistently observed these benefits in their own classrooms. The mean score of **4.26**, which is closer to the “strongly agree” category, further, confirms the overall positive perception among teachers regarding the development of speaking skills through targeted strategies. This high mean indicates strong confidence in the efficacy of these approaches.

Thus, the findings highlight a robust belief among teachers in the role of using strategies of teaching speaking skills in developing students' speaking skills.

The data concerning teacher perceptions on the statement "using strategies of teaching speaking helps students to develop course objectives" indicates a strong positive outlook among educators regarding the effectiveness of these strategies in aligning with educational goals. Importantly, there were no respondents who strongly disagreed (0%) or disagreed (0%), suggesting a complete consensus among teachers that using strategies of teaching speaking skills are beneficial for achieving course objectives. This absence of negative responses reflects a widespread recognition of the importance of using strategies of teaching in the teaching speaking process.

A significant majority of respondents expressed agreement with the statement, with 62.9% agreeing and 22.9% strongly agreeing. This high level of affirmative responses indicates that teachers believe these strategies not only support students in their learning but also help them understand and meet specific course objectives. The combination of agreement and strong agreement signifies confidence in the effectiveness of using strategies of teaching speaking skills in contributing to educational outcomes. However, 14.3% of respondents chose a neutral stance, which may suggest some uncertainty about how directly strategies of teaching speaking skills correlate with the development of course objectives. This neutrality could indicate that while many teachers see the potential benefits, they may lack clarity on the specific ways in which these strategies facilitate objectives achievement. The mean score of **4.09**, positioned between "Agree" and "Strongly Agree" reinforces the overall positive perception among teachers regarding the role of using strategies of teaching speaking skills in fostering educational goals. This score indicates a strong belief in the value of these strategies for supporting student to communicate effectively. Therefore, the findings highlight a favorable perception among teachers of the role that using strategies of teaching speaking skills plays in helping students develop course objectives.

As indicated on the table a significant portion of respondents (48.6%) agreed with the statement, while 22.9% strongly agreed. Together, these figures indicate that a majority of teachers believe that incorporating physical activity into using strategies of teaching speaking skills can enhancing the learning experience. The agreement highlights recognition of the potential benefits of active learning approaches, which can help engage students and facilitate language acquisition. However, a remarkable 28.6% of respondents chose a neutral stance.

This relatively high percentage may reflect uncertainty or differing opinions about the necessity of physical activity in teaching speaking. Teachers who selected this option might feel that while physical activity can be beneficial, it is not always essential for effective speaking instruction. The mean score of **3.94**, which falls between “Agree” and “Neutral,” further illustrates a generally favorable perception but also indicates some caution or variability in teachers’ experiences and beliefs regarding the necessity of physical activity in using strategies of teaching speaking skill. Hence, the findings suggest that while there is a strong belief among teachers in the potential benefits of incorporating physical activity into using strategies of teaching speaking skills, there is also a significant degree of uncertainty.

According to the table the perception of teachers regarding the statement, “Using strategies of teaching speaking skills helps learners to use the language in their education, day-to-day communication, and future career,” is overwhelmingly positive. With 80% of teachers strongly agreeing and an additional 20% agreeing, there is a clear consensus on the importance of using strategies of teaching speaking skills in language class. Remarkably, there are no teachers who disagree or remain neutral, indicating a strong belief in the effectiveness of these teaching methods. The mean score **4.8** further emphasizes this positive sentiment, suggesting that educators view the ability to teach speaking not just as beneficial but essential for student success. This perspective underscores the crucial role of speaking skills in facilitating effective communication in academic settings and everyday life, as well as preparing students for future professional environments.

Table 2 represented the frequency of using strategies employed by teachers in teaching speaking skills, highlighting their responses across various activities. The table categorizes the activities into four key areas: incorporating speaking activities into lessons, providing opportunities for student practice in pairs or small groups, offering feedback on speaking skills, and utilizing audiovisual aids or other materials to enhance speaking activities.

The frequencies of responses are represented in percentages, indicating how often teachers engage in each activity, alongside the mean scores that reflect the overall effectiveness or perceived importance of these strategies. This data aims to provide insights into the current practices of EFL teachers regarding the instruction of speaking skills, revealing both strengths and areas for improving in their pedagogical approaches.

Table 2: The frequency of using strategies of teaching speaking by teachers

No	Activities	Frequencies of the responses										Mean
		1	%	2	%	3	%	4	%	5	%	
1	I incorporate speaking activities into your lessons.	4	11.4	12	34.3	18	51.4	1	2.86			2.46
2	I provide opportunities for students to practice their speaking skills in pairs or small groups.	7	20	21	60	7	20					2.0
3	I provide feedback to the students on their speaking skills.	1	2.86	16	45.7	18	51.4					2.49
4	I use visual aids or other materials to support speaking activities.	22	62.9	11	31.4	2	5.7					1.43
5	I collaborate with other teachers to support students' speaking skills development.	8	22.9	18	51.4	9	25.7					2.03
6	I assess students' speaking skills	22	62.9	11	31.4	2	5.71					1.43
7	I use role play strategy to teach my students speaking skills.	2	5.71	18	51.4			15	42.9			2.37
8	I provide drilling activities to my students while I am teaching speaking skills.	4	11.4	22	62.9	9	25.7					2.14
9	I facilitate group discussions during my speaking lessons	8	22.9	19	54.3	8	22.9					2.0
10	I use simulation as one of my strategies in teaching speaking skills.	23	65.7	4	11.4	1	2.86					1.37
11	I provide opportunities for learners to tell stories to develop their speaking skills.	13	37.1	15	42.9	7	20					1.83
12	I give presentation activities	2	2.86	18	51.4	15	42.9					2.37

	as for speaking skills lessons											
13	I facilitate contexts to the learners to present dialogue to boost up their speaking skills.	6	17.1	17	48.6	12	34.3					2.17
14	I let students practice questions & answers as a strategy to teach speaking skills.	13	37.1	10	28.6	18	51.4					2.83
15	I use debating strategy to teach speaking skills for my students.	14	40	14	40	6	17.1	1	2.86			1.83
	Total Grand mean											2.00

A majority (51.4%) of respondents selected "Sometimes," indicating a lack of consistent incorporation of speaking activities in lessons. About 45.7% (11.4% + 34.3%) rarely or never, suggesting that many educators did not prioritize speaking activities. The mean score of 2.46 suggests a tendency toward sometimes, indicating that while some educators incorporate speaking activities, many do not do so regularly. A strong majority (80%) replied rarely (20%) or never (60%) showed that they did not provide opportunities for students to practice speaking skills in pairs or small groups. The remaining 20% replied sometimes indicate some uncertainty.

According to the data in the table, none of the respondents replied that he/ she often or always provided feedback on students' speaking skills. In contrast 16 (45.7%) and 18 (51.4% of the respondents replied that they rarely and sometimes did such task respectively. Here's an analysis of the provide data regarding teacher activities related to supporting students' speaking skills development. A substantial majority of teachers (62.9%) replied never about using audiovisual aids or materials to support teaching speaking activities. This indicates a significant reluctance or inability to incorporate such resources into their teaching practices. No respondents indicated usually or always with the statement, which suggests that audiovisual aids are not a common or favored resource among the surveyed teachers when it comes to facilitating speaking activities. Only 5.7% of respondents replied sometimes,

indicating either uncertainty about the effectiveness of audio aids or a lack of experience with them. This small percentage suggests that very few teachers are indifferent about incorporating visual aids, leaning instead towards a lack of use. The mean score of 1.43 reflects a strong inclination towards rarely. This score further emphasized the underutilization of audio aids in supporting teaching speaking activities, highlighting a potential area of concern for educators aiming to enhance student engagement and learning outcomes of speaking. The data suggests that teachers may not value or feel equipped to use visual aids effectively in their speaking activities.

In terms of collaboration, over half of the respondents (51.4%) indicated rarely with the statement, suggesting that many teachers do not engage in collaborative practices aimed at enhancing students' speaking skills. The mean score of 2.03 reflects a tendency towards a more negative perception of collaboration, indicating that while some teachers report they sometimes practice the strategy and there is a clear lack of engaging students in collaborative practices always. This may point to barriers in collaboration, such as time constraints or a lack of structured opportunities for teachers to work together.

As presented in Table 3, 22 (62%) of the participant teachers replied that they rarely assessed the students' speaking skills. On the other hand the average/mean value 1.43(28.6%) of the response showed that the majority of the teachers rarely assessed students' speaking skills. This lack of assessment could hinder the identification of students' strengths and weaknesses, ultimately impacting their development in speaking.

Based on the whole data, one can deduce that the teachers in the study area had little experience in incorporating speaking activities in the lessons, providing feedback and opportunities to students to practice their speaking skills in pairs or small groups. Moreover, the result of the study confirmed that the teachers did not have the practice of using visual aids or other materials to support speaking activities and assessing students' speaking skills.

A considerable number of teacher participants (18, or 51.4%) reported that they rarely used the role-play strategy in their teaching. The mean score of 2.37 indicates a modest acceptance of this approach. However, the presence of 42.9% of teachers use sometimes and it suggests potential variability in the application of this strategy. This indicates that while some teachers may find role play beneficial, it is not a universally adopted practice among all educators.

The mean score indicates a tendency towards rarely with the statement. A significant majority (62.9%) of respondents rarely engaged with on drilling activities provided during speaking skills instruction. The low (2.14), mean score further supports this, suggesting that the practice of providing such activities is not commonly implemented in the teaching process. Overall, there appears to be a lack of engagement with drilling activities in the context of teaching speaking skills, which may warrant further investigation into teaching methods and practices among educators

As presented on the table a majority (54.3%) of respondents replied rarely, indicating that group discussions are not commonly facilitated during speaking lessons. The presence of responses (22.9%) suggests some teachers facilitate group discussion sometimes in practice. The mean score of 2.0 also indicates a general trend towards rarely with the practice of facilitating group discussions.

A significant majority (65.7%) never use simulation as a strategy in teaching speaking skills, indicating that this method was not employed. Very few respondents are replied sometimes, which suggests a clear divide in opinion: most do not use this approach at all. The mean score of 1.37 reinforces this trend, indicating the teachers never use simulation in teaching.

Both activities reveal a trend of underutilization in teaching practices related to speaking skills. Facilitating group discussions and using simulation strategies are not commonly adopted, as reflected in the high percentages at rarely and low mean scores. This suggests a potential area for improvement in instructional techniques in speaking lessons. Further investigation into barriers or reasons for these practices may be beneficial

Likewise, in facilitating contexts to the learners to present dialogue to boost up their speaking skills, the data shows a low mean score 2.17, indicating that a significant portion of respondents replied rarely on the effectiveness of this method in boosting speaking skills. In addition nearly (48.6%) replied rarely, suggesting that learners may not find the context facilitation effective. According to data presented on the table over half of the respondents (51.4%) replied usually. Hence, practicing questions and answers is an effective strategy for teaching speaking skills. However, the mean score of 2.83 indicates a generally favorable view, though there is still a notable percentage of rare practice concerning questions and answers strategy.

As regards to using debating strategy the data showed lowest mean score of 1.83, indicating a strong consensus against the effectiveness of using debating as a strategy for teaching speaking skills. With 80% of respondents replied either rarely or never, this method appears to be the least favored among the activities analyzed. There is a general skepticism towards the effectiveness of the strategies employed, particularly in using debating and facilitating dialogue techniques.

4.3. Analysis of the Data obtained from Observation

According to the methodology of this study, observation was among the tools which were prepared to collect the data concerning the practice of teachers on using the strategies of teaching speaking. Based on this concept, observation checklist was prepared in order to assess the application of the strategies of teaching during the speaking lessons. Therefore, six teachers (one teacher per school) were observed four times by the researcher and the co-observers. The total frequencies per teacher and all of the teachers are presented in the following table:

Table 3. Analysis of Data obtained from Observation

R.N	Activities		Total frequency per teacher's activities						Total frequency of all teachers' activities	
		Practiced	T1	T2	T3	T4	T5	T6	Total frequency	Frequency in percent
1	Role play	Yes	0	0	2	1	0	0	3	12.5
		No	4	4	2	3	4	4	21	87.5
2	Drilling	Yes	0	0	0	0	0	0	0	0
		No	4	4	4	4	4	4	24	100
3	Group discussions	Yes	2	3	1	2	4	2	14	58.33
		No	2	1	3	2	0	2	10	41.67
4	Simulation	Yes	0	0	0	0	0	0	0	0
		No	4	4	4	4	4	4	24	100
5	Storytelling	Yes	0	0	0	0	0	0	0	0
		No	4	4	4	4	4	4	24	100
6	Presentation	Yes	2	3	2	1	2	3	13	54.17
		No	2	2	2	2	2	1	11	45.83
7	Dialogue	Yes	0	0	1	0	1	1	3	12.5
		No	4	4	3	4	3	3	21	87.5
8	Questions & answers	Yes	0	1	0	0	0	0	1	4.2
		No	4	3	4	4	4	4	23	95.8
9	Debating	Yes	1	1	1	1	0	0	4	16.67
		No	3	3	3	3	4	4	20	83.33

According to the observation data presented in Table 4 on the previous page, Only 12.5% of the observed activities involved role play, indicating minimal use of this teaching strategy. However, a significant 87.5% of the activities did not include role play, highlighting a prevalent lack of this interactive method among teachers. The data suggests a strong need for encouraging the use of role play in teaching practices, as it is currently underutilized. This could be beneficial for enhancing student learning and engagement.

Concerning drilling and simulation, both activities were not practiced at all, with a total frequency of 0, indicating a complete absence of these teaching methods. As indicated on the table group discussions strategy was the significantly practiced compared to drilling and simulation, with a total frequency of 14 (58.33%). The non-practice frequency of 10 (41.67%) suggests that while group discussions are utilized, there is still room for improvement and increased engagement. Therefore the data reveals a heavy reliance on group discussions while indicating a significant gap in the use of drilling and simulation techniques. Encouraging the integration of these methods could provide a more diverse range of teaching strategies, enhancing overall student learning experiences.

As it can be seen from the table on the previous page, storytelling is completely absent in the teachers' activities, indicating no engagement in this method. But on the other hand the table also shows presentations are a prevalent method among the teachers, utilized by over half (54.17%) of frequency. This indicated a preference for interactive teaching methods. Regarding use of dialogue the data on the same table show it is minimally used, with only 12.5% of frequency incorporated by teachers. This suggests a significant opportunity for improvement in fostering student interaction.

According to the information in the above table, the use of questions and answers is very low, which incorporated with only 4.2% of frequency. This indicated a significant opportunity to enhance student engagement through this interactive format. Debating is somewhat more prevalent than questions and answers, incorporated with 16.67% of frequency. However, it is still underutilized, suggesting room for growth in encouraging critical thinking and discussion

From the results presented above, it can be deduced that group discussions and presentation were strategies commonly practiced in the study area. Similarly, role play, dialogue, questions & answers and debating were the strategies rarely used by the teachers around the study area. Nonetheless, the strategies like drilling; simulation and storytelling were not used

by the teachers during the observation. Hence, they are not commonly used strategies of teaching speaking skills in the study area.

4.4. Analysis of the Data Obtained from Teachers' Interview

The study used teachers' interview as additional data collection instrument to obtain data concerning teachers' perception, practice and the challenges they encounter during the use of strategies of teaching speaking skills. Accordingly, ten teachers were interviewed individually. The ten teachers i.e. two teachers from Gimbo, two teachers from Wushwush, two teachers from Diry, one teacher from Zingaja, one teacher from Kuti and two teachers from Gojeb secondary schools were made to react on the questions turn by turn. The number of interviewed teachers was based on the proportionality of the total number of English teachers in each school. The analysis of the data gathered through interview has also shown consistent results with the findings of the questionnaire and observation. The responses from the teachers were presented thematically as follows:

I. Teachers' experience in using strategies of teaching speaking skills

The first item presented for the interviewees was "What types of strategies do you use to teach speaking skills to your students to foster their speaking skills in English?" Following this question the interviewed ten teachers provided slightly similar answers. For instance, one of the interviewees replied: "I use different strategies when I teach speaking skills to my students. For example I ask them to answer the questions or ask them to explain about themselves, their environment and even their country (Gi 01, 22/08/2015 E,C)."

Similarly, another interviewee replied to this question that he used asking questions to get answers from his students in the form of speaking to develop their speaking skills. He also asked his students to explain about their personal details orally as a strategy to teach speaking skills. In addition one of the interviewees replied:

Actually, I do not teach my students speaking skills. This is because, most of my students are not volunteer to speak or explain their ideas orally in the class room. Even when they face some problems concerning their lesson they manage themselves to use their mother tongue. So, I usually present my lesson to the class and give activities to be answered in a written form or through short oral answers. Still the students are interested to give their answer by using their mother tongue (Go 01, 23/08/2015 E.C).

According to the explanation of the interviewees, they did not teach speaking skills deliberately to develop their students speaking skills. The responses from the interviewees

reveal a complex landscape regarding the teaching of speaking skills in English classes. While several teachers reported using various strategies such as asking students to answer questions or explain personal details these approaches appear to be somewhat superficial and not systematically integrated into their teaching practices. For instance, one teacher highlighted the use of question-and-answer interactions to foster speaking skills, yet this method may not fully engage students in meaningful communication. The emphasis on personal explanations suggests an effort to create relatable contexts, but without a structured approach to developing speaking proficiency, the effectiveness of these strategies may be limited.

Conversely, one interviewee expressed a lack of focus on teaching speaking skills altogether, citing students' reluctance to participate and their tendency to revert to their mother tongue. This indicates a significant barrier to fostering a speaking environment, where students feel comfortable and motivated to express themselves in English. The reliance on written activities and minimal oral responses suggests a missed opportunity to enhance students' speaking abilities.

However, there were some respondents who explained their experiences about using the strategies of teaching speaking skills. For example, one of respondents **Wu 01** (10/08/2015 E.C) replied:

I usually teach my students by using different methods or strategies. I give number of activities to be done in group or individually and presented orally in the class room. When my students finish their preparation I give them chance to present what they did in their group or individually in front of their class mates. And I believe that this will help them to develop their speaking skill. (Wu 01, 10/08/2015 E.C)

Similarly, another interviewee (**Wu 02**) replied that he had been using many strategies of teaching speaking skills. For instance he created situations and contexts which can make students debate each other by agreeing or disagreeing on the given idea. In addition, he provided opportunities to his students to ask and answer questions in the form of dialogue. According to the explanation of these respondents **Wu 01** and **Wu 02** there were the practices of using presentation, questions and answers and dialogue as the strategies of teaching speaking to some extent. Moreover, there are still some teachers who explained that they had been using different strategies to teach speaking skills. One of these noted:

It is difficult to state what kind of strategies I used when I teach my students speaking skills because they differ from one lesson to another lesson. Therefore I select some

strategies to teach my students. For example, I give them role play activities based on the students' text book or teacher's guide. I also order them to discuss in group and use only English language to express their idea in their discussion (Go 02, 23/08/2015 E.C)

From interviewees' responses it can be deduced that some teachers had the practice of using strategies of teaching speaking skills in the study area. The interviewee used strategies in line with the students' text book.

The findings indicate that some teachers are actively employing a variety of strategies to teach speaking skills, reflecting a degree of adaptability in their instructional approaches. One teacher noted the difficulty in pinpointing specific strategies, as they often vary from lesson to lesson. This suggests that teachers are tailoring their methods based on the content and context of their lessons, which may enhance engagement and relevance for students.

For instance, the use of role-play activities linked to the textbook demonstrates an effort to align speaking practice with the curriculum, potentially increasing students' motivation and contextual understanding. Additionally, the emphasis on group discussions conducted in English highlights a commitment to creating a communicative environment that encourages students to practice speaking skills in a collaborative setting.

However, the variability in strategy usage among teachers can also indicate a lack of consistency in teaching practices within the study area. While some teachers are effectively utilizing diverse methods, others may not be as engaged in implementing innovative approaches. This discrepancy may affect overall student outcomes in speaking proficiency.

II. The perception of teachers in relation to the use of strategies in teaching speaking

The second question presented to the interviewees was "What do you think about the importance these strategies in helping students to develop their speaking abilities?" This question was basically posed to the interviewees who explained that they had been using some strategies of teaching speaking skills. In relation to this, about 5 of the respondents answered almost similar responses for instance, code **Di 01**, (27/08/2015 E.C) replied:

I think using these strategies make teachers to present their speaking lessons easily. Because they are means to help students practice speaking skills in the class room or out of the class room. For example if I use dialogue to teach them speaking skills they get the opportunity to take part in the dialogue orally and this helps them to improve

their speaking skills. Therefore, using such strategies of teaching speaking is very useful to teach speaking skills successfully.

Concerning this idea other respondents also replied similar responses about the effectiveness of the strategies of teaching speaking. According to the respondent **Ku 01**, (08/08/2015 E.C) response, the strategies he had been using for a long time were efficient to teach speaking skills. According to him, his learners got the opportunity to practice speaking skills because of the strategies he used, his learners got the opportunity to practice speaking skills. Hence, he usually used some sorts of strategies when he planned to teach speaking. On the other hand, one of the interviewees reported:

Of course the strategies are very important and supportive to teach speaking skills. That is why I prefer to teach my students by using some of these strategies. When I use them, my students easily engage in speaking activities, try to explain their idea and get the opportunity to discuss or debate with their class mates. Because of this, some students started to break their silence in the class room.

The responses to the second question regarding the importance of teaching strategies in developing students' speaking abilities reveal a generally positive perception among the interviewees. Many teachers acknowledge that employing specific strategies facilitates the teaching of speaking skills, enhancing both teacher effectiveness and student engagement.

For instance, one teacher noted that using dialogues allows students to actively participate and practice speaking, highlighting the practical benefits of interactive strategies. This suggests that teachers recognize the role of such methods in creating opportunities for oral practice, which is essential for developing fluency and confidence in speaking.

Several respondents echoed this sentiment, emphasizing that their chosen strategies have proven efficient in providing students with ample opportunities to practice speaking skills. This consensus indicates a shared understanding of the effectiveness of structured approaches in fostering a communicative classroom environment.

Moreover, one interviewee pointed out that the use of these strategies has encouraged students to engage more actively in speaking activities, leading to a noticeable reduction in student reticence. This suggests that when teachers implement effective strategies, they can create a supportive atmosphere that encourages students to express their ideas and participate in discussions.

Generally, the interpretations of these responses indicate that teachers value the importance of strategic teaching in enhancing speaking skills. However, the effectiveness of these strategies may depend on their consistent application and the creation of an environment that promotes student participation. This highlights the need for ongoing professional development and support for teachers to ensure that they can effectively utilize these strategies to maximize student engagement and learning outcomes.

III. The role of teachers in using strategies of teaching speaking skills

Teachers were asked to elaborate their roles in using strategies of teaching speaking. The question presented for the interviewees was “What is the role of teachers in using strategies of teaching speaking skills?” Following this question, one of the interviewees clearly stated his role as follows:

My role in using the strategies of teaching is multi directional. First I have to know the content of the lesson before I select the strategy. Then I must plan and decide the suitable strategy. Finally, I have to incorporate in my lesson and use it in the class room. Therefore, selecting, planning and using the strategy in the class room are my roles .Gi.02, 22/8/2025

Similarly the second respondent replied that he had played his own role in using strategies of teaching speaking. According to him, using the strategies and motivating students to practice with the strategies are the roles of teacher and they knew the level of their students so; they should use strategies which can be easily practiced by their students. On the other hand , one of the respondents replied:

I think the role of teacher in using the strategies of teaching is using them in the class room. Unless they use the strategies they cannot teach speaking skills as intended. So as to me teachers should choose and use the strategies they like to teach their students.Go.02, 23/8/2015

As it can be seen from the response of the interviewees, most of the responses were similar and inter-related each other. The teachers believed that the role of teachers in using the strategies of teaching speaking skills need selecting, planning and using based on the context of the lesson and the students level. Therefore, teachers have the role to choose the suitable strategy based on the concept of students text book, encourage students to practice speaking skill by using the strategies.

IV. Challenges in using strategies of teaching speaking skills

Identifying the challenges in the practice of using the strategies of teaching speaking was among the concerns of this study. Thus, interview questions were designed to obtain data so as to achieve the objective of the study. The question presented to the teachers was “What challenges have you encountered when you use strategies of teaching speaking skills to your students?” Different respondents mentioned some challenges and difficulties they encountered based on their experience in using strategies of teaching speaking. Regarding this, one of the interviewees said the following:

I can mention a lot of challenges in the use of strategies of teaching speaking. One of the problems is lack of interest from the students to speak in English language. When I introduce them new strategy or give them something that has to be explained orally they prefer to be silent or reply by their mother tongue. The other challenge is fear of mistakes. Even if there are some students who are comparatively good in practicing speaking activities, they prefer to speak little. This is because they do not want to make mistakes. So, I have been challenged to use the strategies of teaching speaking because of the mentioned reasons.

Likewise, other additional challenges teachers encountered when they use strategies of teaching speaking skills during delivering their speaking lessons were described by the participants. According to one of the interviewees, Zi, **01** (24/8/2015 E.C) lack of material to present the speaking skill was among the challenges. He further explained that the teachers did not get sufficient copy of texts to be given to their students to facilitate their individual or group speaking activities. So the teachers were obligated to write every activity on the black board. He also replied that, the students had no text books in the schools. Because of this, the respondent's concern was to complete grammar focus and some written activities. On the other hand, one of the respondents **Ku 01**, (08/08/2015 E.C) stated:

I understand the challenges of using strategies of teaching speaking differently. They are time consuming to apply in one period. So they need additional time to practice. Because of this using number of strategies in teaching speaking skills is difficult. Therefore, I prefer to leave speaking activities and teach some expressions in the form of written activity.

As indicated on the response of the teacher above, there are teachers who consider using strategies of teaching speaking skills as time consuming activity. Due to this reason, they prefer to skip speaking activities and give focus on other activities.

The next question presented was “Which of the following areas do you find most challenging when using strategies of teaching speaking skills: grammar, pronunciation, fluency, accuracy, or vocabulary? Why?” Following this questions the interviewees replied their own challenging aspects of speaking skills. According to the respondent **Di 02** (27/08/2015 E.C) all were the challenging aspects to teach the learners through strategies of teaching speaking skills. Some students had no vocabulary knowledge; others didn’t have grammar or pronunciation skills. So, the respondent could not decide which of them were the most challenging. This implies that grammar, pronunciation, fluency, accuracy, or vocabulary were challenging in the process of using strategies of teaching speaking skills. Another respondent **Gi 01**, (22/08/2015 E.C) replied:

I think all are challenging but, teaching fluency and accuracy are the most challenging to me. This is because of the students’ limited vocabulary and grammar knowledge. Unless they have sufficient vocabulary to use during their oral communication or if they do not have basic grammar knowledge, they must be challenged in fluency and accuracy. Therefore, fluency and accuracy are the most challenging aspects, even if they are emanated from limited vocabulary and grammar knowledge.

In addition to the above two respondents’ response, the responses of most of the teachers were similar and it is possible to conclude that labelling or grading the most challenging aspects was challenging for the teachers. This indicates that grammar, pronunciation, fluency, accuracy, or vocabulary were the challenging aspects in using strategies of teaching speaking skills.

The interview report highlights several significant challenges that teachers face when using strategies for teaching speaking skills:

1. **Lack of Student Interest:** Many teachers reported that students often show little interest in speaking English, preferring to remain silent or respond in their mother tongue. This lack of engagement hinders the effectiveness of using strategies of teaching speaking skills.
2. **Fear of Making Mistakes:** Teachers noted that students, even those who are relatively skilled, may hesitate to participate due to a fear of making mistakes. This anxiety can prevent them from fully engaging in speaking activities.

3. **Insufficient Teaching Materials:** A recurring challenge mentioned by respondents is the lack of adequate materials to support speaking activities. Teachers often do not have enough copies of texts for students, forcing them to write activities on the blackboard. The absence of textbooks further complicates the situation.
 4. **Time Constraints:** Some teachers find that using strategies of teaching speaking skills is time-consuming, which leads them to prioritize other activities over speaking practice. This time pressure limits the opportunities for students to practice speaking skills.
 5. **Difficulties with Language Components:** When asked about the most challenging aspects of teaching speaking, teachers identified grammar, pronunciation, fluency, accuracy, and vocabulary as significant hurdles. Many noted that students' limited vocabulary and grammar knowledge directly impact their fluency and accuracy, making these areas particularly challenging to address.
 6. **Indistinguishable Challenges:** Teachers expressed difficulty in ranking the challenges associated with using strategies of teaching speaking skills, indicating that they often face multiple overlapping issues. This complexity suggests that a comprehensive approach is needed to address these intertwined challenges effectively.
- Overall, these challenges underscore the need for targeted professional development, improved resources, and strategies that can motivate students and build their confidence in speaking English.

V. Solutions to enhance the use of strategies in teaching speaking skills

The interviewees were asked to suggest some solutions to solve the problems of using the strategies of teaching speaking skills in EFL class. Concerning this, all of the respondents suggested the remedies for the problems in using strategies of teaching speaking skills. For instance, **Zi 01** (24/8/2015 E.C) mentioned the following suggestions:

As I told you earlier most of our students do not have interest to participate in the speaking activities. And this always challenged us and we preferred to jump the speaking part of the lesson. So, it is better to arouse the interest of students by giving advices and motivation. We also never give up providing the opportunities for the learners to practice speaking skill as a part of lesson by using the strategies of teaching speaking skills.

There were also teachers who provided additional suggestions so as to solve the challenges to use strategies of teaching speaking skills. According to **Wu 02**, (10/08/2015), teachers have

to find ways to develop the learners' vocabulary and grammar knowledge to improve the interest of students to participate in speaking activity. He further forwarded that they must develop the confidence of learners by providing a lot of group or pair speaking activities out of the class room. Another respondent **Go 02**, (23/08/2015E.c) suggested:

...The right way to solve the challenges of using strategies of speaking is bringing them in to the practice. When we use them continuously in different contexts in our regular speaking lessons they will become familiar and easy to use. The students will also accept the strategies the way the lessons to be practiced and learnt.

Although all of the respondents replied their personal suggestions to solve the challenges in using strategies of teaching speaking skills, most of the suggestions were similar. According to them, participating in some workshops and trainings might change the perception of teachers on the use of the strategies of teaching speaking skills. Furthermore, they suggested that it was better if the schools provide text books to the students to follow and aware about the existence of speaking activities in their lessons.

4.5 Results and Discussions

The data suggests that a significant majority of respondents (57.1%) consider using strategies for teaching speaking as equally important as teaching other language skills, such as vocabulary and grammar, in English language classes. According to a study by Larsen-Freeman and Cameron (2008), speaking is one of the four macro-skills of language, along with listening, reading, and writing. They argue that speaking is a fundamental aspect of language use and that it is essential for language learners to develop speaking skills in order to communicate effectively. This highlights the growing recognition of the importance of speaking skills in language learning. In addition, 42.9% of the respondents in the present study also believed that using strategies of teaching speaking skill is the most important aspect of teaching other language skills. This score indicates positive perception of teachers about the importance of using strategies of teaching speaking skills.

A substantial portion of respondents (71.4%) agree & (17.1%) strongly agree indicated that these strategies foster learner autonomy, suggesting that when teachers use the strategies of teaching speaking in class, they empower students to take responsibility for their own learning. This finding aligns with research by Little (1991), which emphasizes the importance of autonomy in language learning, stating that fostering learner independence leads to more engaged and motivated students.

Furthermore, the belief held by (62.9%)agreed & (20%) strongly agreed of respondents that these strategies are useful for assessing students' progress, strengths, and weaknesses highlights their critical role in the assessment process. This is supported by the work of McNamara (1996), who argues that effective assessment strategies, particularly in speaking, provide valuable insights into student learning and facilitate targeted feedback. By using structured strategies of teaching speaking , teachers can develop more accurate assessments of student capabilities, as noted by Brown (2004), who highlights the need for ongoing assessment in developing speaking skills.

Additionally, research by Goh and Burns (2012) reinforces the idea that strategic approaches to teaching speaking not only enhance students' communicative abilities but also provide teachers with the tools to evaluate and support student progress effectively. They argue that integrating assessment with teaching practices creates a more holistic learning environment, where students can thrive as autonomous learners.

In conclusion, the findings suggest that using strategies of teaching speaking skills not only empowers learners to take charge of their own education but also enhances the assessment process, thereby contributing to a more effective and responsive language learning environment. This interplay between strategy use, learner autonomy, and assessment is crucial for fostering a successful English language teaching learning experience.

The data suggests that the majority of the respondents agreed that using strategies for teaching speaking has a positive impact on students' language competence. For instance, (51.4%) agreed &(22.9%) strongly agreed of respondents believed that using strategies of teaching speaking develops students' language competence, indicating that using strategies while teaching can improve students' language skills. A study by Mackey and Gass (2005) found that teachers who use speaking-based instruction in their classes report higher levels of student language proficiency. They argued that strategies of teaching speaking should be a key component of language teaching, and that teachers should use a range of strategies to promote speaking, including task-based instruction and peer feedback. A study by Shehadeh and Coombe (2012) found that teachers who used speaking-based instruction in their classes reported higher levels of student satisfaction and engagement.

The result of the study indicates that the majority of the respondents (80%) who strongly agreed are assured that using strategies for teaching speaking has a significant impact on learners' ability to use the language in various contexts, including education, day-to-day

communication, and future career. The respondents perceived that using strategies of teaching speaking skills enable learners to use the language in everyday conversations, interactions, and social situations. Canale & Swain (1980) work on communicative competence emphasizes the importance of speaking in developing learners' ability to communicate effectively in various contexts. They suggested that speaking activities are particularly effective in promoting language learning and developing communicative competence, which is essential for using language in various contexts. Studies have shown that speaking is a crucial aspect of language acquisition, as it allows learners to practice and refine their language skills in a more authentic and interactive way (Ellis, 2008). His work on the role of interaction in language acquisition emphasizes the importance of speaking in developing learners' language skills.

Based on the data, it appears that the majority of the respondents (51.4%) "sometimes" incorporated speaking activities into their lessons, which suggests that they made less effort to include speaking activities and using the strategies teaching speaking in their teaching practices. (2.86) respondents usually incorporated speaking activities in to their lessons ,this suggests less practice of incorporating speaking activities in their lessons, as speaking activities are an essential part of language learning and teaching. Lyster and Ranta (1997) in their study on the effectiveness of form-focused instruction, they found that speaking activities that focus on form can lead to improved language learning outcomes. Their research supports the idea that incorporating speaking activities into lessons can facilitate language learning. This could suggest that some respondents may be struggling to find time or resources to include speaking activities in their lessons, or that they may not be aware of the importance of using strategies of teaching speaking skills in language learning process. Larsen-Freeman and Cameron (2008) in their book on language learning and teaching, discuss the challenges of incorporating speaking activities into lessons, including time constraints and lack of resources. They suggest that teachers may need to prioritize and make strategic decisions about which speaking activities to include in their lessons.

The mean value of 1.83 suggests that the respondents' responses to these questions were generally negative, indicating that they did not frequently use story telling in their teaching practice. However, it's worth noting that the remaining respondents (20%) sometimes &(42.9%) rarely, used this strategy. The finding suggested that there was still no a significant number of teachers who valued and incorporated simulation, storytelling, and presentation activities regularly into their speaking lessons. Simulation activities can be effective in

promoting language learning and teaching (Breen, 1987; Long, 1981). Storytelling can be a valuable tool for developing language skills, including speaking (Kramsch, 2002; Warschauer, 1996). Presentation activities can be an effective way to promote speaking skills, including fluency and accuracy (Brown, 2001; Larsen-Freeman & Cameron, 2008).

Based on the observation data, it appears that the role play strategy was not frequently used by the teachers. The data suggests that the majority of the teachers (87.5%) did not incorporate role play into their teaching practice, while the minority (12.5%) used this strategy. It's worth noting that role play is a well-established and effective strategy of teaching speaking for promoting language learning, particularly for developing speaking skills (Brown, 2001; Larsen-Freeman & Cameron, 2008). The low frequency of the use of this strategy by the teachers in this study may suggest that there is a need for professional development or support to help teachers incorporate more effective strategies of teaching speaking skills into their practice.

The report identifies several significant challenges faced by teachers when implementing strategies for teaching speaking skills. A primary issue is the lack of student interest; many students prefer to remain silent or revert to their mother tongue during speaking tasks, which hinders their practice and development (Dörnyei, 2001). Additionally, teachers noted that even relatively proficient students often hesitate to participate due to a fear of making mistakes, leading to minimal engagement and negatively impacting overall speaking skill development (Horwitz, 2001). Insufficient teaching materials further exacerbate these challenges, as teachers frequently lack adequate resources to facilitate speaking activities, often resorting to writing tasks on the blackboard, which limits interactive opportunities (Richards, 2006). Time constraints also pose a significant barrier; many educators find that using strategies of speaking skills is time-consuming, leading them to prioritize other activities at the expense of speaking exercises (Nunan, 1991).

Furthermore, teachers reported difficulties with essential language components such as grammar, pronunciation, fluency, accuracy, and vocabulary, noting that limited student knowledge in these areas complicates the teaching of speaking skills (Goh & Burns, 2012). Lastly, many educators struggle to pinpoint the most challenging aspects of teaching speaking, reflecting the intertwined nature of these components, which creates a complex landscape that complicates the teaching process (Celce-Murcia, 2001). Overall, these

challenges highlight the need for targeted professional development and improved resources to enhance the effectiveness of strategies of teaching speaking skills.

The responses from the interviewees regarding the importance of using strategies of teaching speaking skills in developing students' speaking abilities reveal a predominantly positive perception among teachers. This positive outlook is rooted in their firsthand experiences of using various strategies, which they believe significantly enhance both student engagement and learning outcomes.

Many teachers articulated that employing specific strategies, such as dialogues, makes the process of teaching speaking skills more manageable and effective. For example, one respondent noted that using dialogues allows students to actively participate, thereby improving their speaking skills. This aligns with principles of communicative language teaching, where interaction is emphasized as a key component of language acquisition (Littlewood, 2004). Teachers' recognition of the practical benefits of interactive strategies suggests an understanding of the importance of creating opportunities for oral practice, which is essential for developing fluency and confidence.

The consensus among respondents about the effectiveness of structured strategies highlights a shared belief in the value of strategic teaching. Several teachers reiterated that their strategies provide ample opportunities for students to practice speaking, reinforcing the idea that well-planned activities can lead to increased student involvement. This reflects findings in educational research that link structured teaching methods to improved student performance and engagement (Goh& Burns, 2012).

Moreover, the responses indicate that the implementation of these strategies has contributed to a noticeable reduction in student reticence. One teacher pointed out that as students became more engaged through these strategies, they began to express their ideas more freely and participate in discussions. This shift suggests that effective teaching strategies not only improve language skills but also foster a supportive classroom environment where students feel comfortable taking risks in their speaking endeavors. Research has shown that a positive classroom atmosphere can significantly enhance student motivation and participation (Mercer, 2000).

However, while the perceptions of teachers are overwhelmingly positive, there are underlying challenges that may affect the consistent application of these strategies. The effectiveness of teaching speaking skills depends on various factors, including classroom dynamics, teacher training, and resource availability. The need for ongoing professional development is critical; it ensures that teachers are equipped with the latest strategies and methods to engage students effectively. Continuous training can enhance teachers' confidence and skills in implementing these strategies, ultimately leading to better student outcomes

Chapter Five: Summary, Conclusions and Recommendations

5.1. Introduction

This chapter finalizes the whole work of the study. It summarizes the entire study focusing on the objectives of the study. It also presents the main points drawn from the study as a conclusion and forwards recommendations based on the conclusions made.

5.2. Summary of the major findings

The main goal of the study was to investigate EFL teachers' perception and practice of using strategies of teaching speaking skills and the challenges they encounter in six secondary schools.

To achieve the intended goal of the research, three research questions were raised:

- How do EFL teachers perceive about the use of strategies of teaching speaking skills?
- To what extent do EFL teachers employ the strategies of teaching speaking skills in speaking class?
- What are the challenges encountered in using the strategies of teaching speaking skills in the speaking classes?

To address the above research questions, a descriptive research design with quantitative and qualitative research approaches of data collection and analysis were used. 35 teachers from six schools participated in this study. Six schools were purposefully selected as sample. The data were collected through questionnaire, semi-structured interview and class observation. Then, the collected data were analyzed and discussed quantitatively and qualitatively. Finally, it was possible to reach its end by finding out the perception and practice of teachers in terms of using strategies of teaching speaking and the challenges that hindered the implementation of using the strategies of teaching speaking skills of the strategies. Thus, the findings of the study were summarized below.

According to the results from the questionnaire and the interview, teachers had positive perception concerning the use of strategies of teaching speaking skills. For instance, the teachers believed that using strategies of teaching speaking is as important as using strategies to teach other language skills, listening, writing, reading, vocabulary and grammar in English

Language class. They also understood that strategies of teaching speaking help learners to take responsibility for their learning. In addition, the result from the response of teachers showed their agreement about the importance of using strategies of teaching speaking for making judgments about students' progress, strength and weakness. Furthermore, the majority of the teacher participants agreed about the usefulness of using strategies of teaching speaking to foster students' learning the skills of speaking .

As far as the concern of teachers', the majority of the teachers perceived that using strategies of teaching speaking develops students' language competence. It also helps the students to achieve their course objectives and help them to use the language in their education, day to day communication and future career.

Therefore, as shown in the result, the majority of the teacher respondents had positive perception about the contribution of using strategies of teaching speaking skills in terms of developing the learner grammar and vocabulary knowledge, improving the pronunciation, fluency and accuracy in their speaking skills.

Regarding the practice of using strategies of teaching speaking, the data obtained from questionnaire, observation and interview give forth somewhat different implications. For instance the result from the questionnaire of teachers showed that the majority of the respondents rarely incorporated speaking activities in their lessons. The teachers in the study area had little practice on incorporating speaking activities into their lessons and they rarely provided opportunities to students to practice their speaking skills in pairs or small groups. Furthermore, the result of the study confirmed that the teachers did not use audiovisual aids or other materials to support speaking activities and assessing students' speaking skills.

In addition, the result obtained from the observation showed that Strategies such as role-play, group discussions and presentations were not used frequently. Similarly, the result showed that dialogue and questions and answers and debating were not used sufficiently by the observed teachers in the study area. Besides, the results from the analysis of the data from both questionnaire and observation revealed that the teachers in the study area never used drilling, simulation and storytelling as the strategies of teaching speaking skills. The results presented from questionnaire and observation seemed similar because the practice of teachers in using the strategies of teaching speaking was not satisfactory and rare.

Likewise the result obtained from the interview confirmed at most similar practice of teachers concerning the use of strategies of teaching speaking. Many of the participants of the interview confirmed this by replying that they did not use the strategies regularly or not at all. This was because of the different reasons and challenges explained by the teachers in the study.

Concerning the challenges of using the strategies of teaching speaking, teachers gave variety of responses to elaborate the challenges. This result was basically obtained from the interview questions. According to their response lack of interest from the students to speak in English language, fear of making mistakes, lack of material to present the speaking skill and lack of time to apply in one period were some of the challenges. In addition, the result of the interviewees showed that teaching fluency and accuracy were the most challenging aspect of speaking skills. Furthermore, the result confirmed students' limited knowledge of vocabulary and grammar as the causes of challenges in teaching fluency and accuracy in using strategies to teach speaking skills. Finally, conclusions and recommendations were made based on the findings of the study.

5.3. Conclusions

Based on the findings of the following conclusions were drawn.

Teachers value the importance of using strategies of teaching speaking for assessment; Teachers recognize the value of using strategies of teaching speaking to make informed judgments about students' progress, strengths, and weaknesses. Hence, based on the findings of the study, the researcher could conclude that the teacher participants had positive perception about the contribution of using strategies of teaching speaking skills in terms of developing the learner grammar and vocabulary knowledge, improving their pronunciation, fluency and accuracy in students speaking skills.

It appears that the study found a discrepancy between teachers' positive perception towards using strategies of teaching speaking in class and their actual practice. Despite their favorable perceptions, the results indicate that teachers did not frequently incorporate speaking activities into their lessons, and students were not given ample opportunities to practice speaking in pairs or small groups. This suggests a gap between teachers' perception and their actual practice of using strategies of teaching speaking skills in the classroom.

The teachers did not have the experience of providing effective feedback and opportunities for students to engage in speaking activities, particularly in pairs or small groups. Additionally, teachers did not regularly utilize audiovisual aids or other materials to support speaking activities, nor did they assess students' speaking skills in a systematic manner. This highlight did not have professional development and support to enhance their skills in teaching speaking and providing effective feedback to students.

In conclusion, teachers in the study area did not regularly employ several effective strategies for teaching speaking skills, including: role-play, group discussions, presentations, dialogue, questions and answers, debating. Additionally, they did not have the experience of using the strategies like drilling, simulation and storytelling.

Use of strategies of teaching speaking was highly challenged by lack of interest, fear of making mistakes of students', balancing fluency and accuracy, limited teaching materials and time constraints.

5.4 Recommendation

Based on the conclusions derived, the following recommendations were forwarded:

- Teachers in the schools under study should prioritize using strategies of teaching speaking skills to empower learners and enhance their language skills;
- They should also use the strategies of teaching speaking skills to help learners with developing a strong foundation in grammar and vocabulary, which are essential for effective communication;
- They should use word game, real-life scenarios or role-plays to make speaking activities more relevant and interesting to students;
- They must allow students to practice speaking at their own pace and in their own time in and out of classes;
- Ministry of education, SWPR, and Gimbo District Education Office need to provide teachers with training and resources to enhance their skills in using strategies of teaching speaking skills, including in lesson planning, in classroom management, and assessment techniques;
- The regional and Zonal education bureaus should offer professional development opportunities for teachers to train about the way of using effective strategies for

teaching speaking, including the use of audiovisual aids, technology, and authentic materials.

- The school principals should encourage teachers to provide constructive feedback to students on their speaking skills, and to create a safe and supportive learning environment where students feel comfortable taking risks and receiving feedback.
 - **Through this research**, the researcher would like to give some suggestions for the teachers who are suggested to select the appropriate strategies of teaching speaking skills and create various strategies in teaching speaking to be implemented. Therefore, the teaching goal could be achieved. Teachers are also suggested to enrich the way they teach by applying various kinds of interactive activities during using various strategies. The teacher as a facilitator in teaching and learning activities should improve students speaking skills by using various strategies of teaching speaking to make students follow the lesson, have fun, and enjoy.
 - **Integration of Grammar and Vocabulary in Speaking Activities:** Explore how integrating grammar and vocabulary instruction within speaking activities influences students' communication skills. This study could focus on using strategies of teaching speaking skills that effectively reinforce these foundational elements during the practice of speaking English language. And last for the reader this research hopefully can be useful for the future researcher to improve students speaking skills.

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Appendix A

Questionnaire

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Dear Teacher

This questionnaire is designed for the purposes of the research study. Its aim is to investigate EFL teachers' perception and practice of using strategies of teaching speaking skills and the challenges they encounter. The success of the study depends on your genuine responses to these questions. Please, read carefully and respond to the questions honestly. I thank you in advance for your kindly cooperation.

Part one:

Instruction: *Provide necessary information about the following.*

1. Name of your school _____
2. Sex : Male ☐ Female ☐
3. Academic qualification Diploma ☐ Degree ☐ MA ☐
4. Your field of study Major _____ Minor _____
5. Teaching experience in years 1-5 ☐ 6-10 ☐ 11-15 ☐ 16 and above ☐

Section 1: Perception

Read the following items carefully and put tick mark (✓) in the appropriate box

Key: 5 = strongly agree

4=Agree

3 = Undecided

2=Disagree

1 = Strongly Disagree

	Perceptions	1	2	3	4	5
1	Using strategies of teaching speaking is as important as using strategies to teach other language skills, vocabulary and grammar in English Language class.					
2	Using strategies of teaching speaking provides opportunity for students to use the language in English as a Foreign Language class					
3	Using strategies of teaching speaking helps learners' to take responsibility for their learning					
4	Using strategies of teaching speaking uses for making judgments about students' progress, strength and weakness and teachers instruction.					
5	Using strategies of teaching speaking help students to foster their learning					
6	Using strategies of teaching speaking develops students' language competence.					
7	Using strategies of teaching speaking develops students' speaking skills					
8	Using strategies of teaching speaking help students to develop course objectives					
9	Using strategies of teaching speaking needs physical activity					
10	Using strategies of teaching speaking helps learners to use the language in their education, day to day communication and future career					

Section 2: Practice

Read the following items carefully and put tick mark (✓) in the appropriate box

Key: 5 = Always

4 = Usually

3 = Sometimes

2 = Rarely

1 = Never

	Practices	1	2	3	4	5
1	How often do you incorporate speaking activities into your lessons?					
2	How often do you provide opportunities for students to practice their speaking skills in pairs or small groups?					
3	How often do you provide feedback to students on their speaking skills?					
4	How often do you use visual aids or other materials to support speaking activities?					
5	How often do you collaborate with other teachers to support students' speaking skills development?					
6	How often do you assess students' speaking skills?					
7	I use role play strategy to teach my students speaking skills.					
8	I provide drilling activities to my students while I am teaching speaking skills.					
9	I facilitate group discussions during my speaking lessons					
10	I use simulation as one of my strategies in teaching speaking skills.					
11	I provide opportunities for learners to tell stories to develop their speaking skills.					
12	I give presentation activities as for speaking skills lessons					
13	I facilitate contexts to the learners to present dialogue to boost up their speaking skills.					
14	I let students practice questions & answers as a strategy to teach speaking skills.					
15	I use debating strategy to teach speaking skills for my students.					

Appendix B

Observation Checklist

Date _____

Code Given to the Teacher _____

Grade _____ Section _____

Topic of the lesson _____

R.N	Strategies expected to be used	T1 Day 1		T2 Day 1		T3 Day 1		T4 Day 1		T5 Day 1		T6 Day 1	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1.	Role play												
2.	Drilling												
3.	Group discussions												
4.	Simulation												
5.	Storytelling												
6.	Presentation												
7.	Dialogue												
8.	Questions & answers												
9.	Debating												

Description of the strategies used by the teacher

Strategy 1. _____

Steps used by teachers to implement the strategy:

Strategy 2. _____

Steps used by teachers to implement the strategy:

Strategy 3. _____

Steps used by teachers to implement the strategy:

Strategy 4. _____

Steps used by teachers to implement the strategy: _____

Appendix C

Interview questions for the EFL teachers

JIMMA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF ENGLISH LANGUAGES AND LITERATURE

INTERVIEW QUESTIONS FOR EFL TEACHERS

Dear Teacher,

First of all, I would like to thank you for your willingness for this interview. I am conducting an M.A. research entitled “EFL teachers’ perception and practice of using strategies of teaching speaking skills and the challenges they encounter.” The aim of this interview is to get your inputs about using the strategies of teaching speaking skills, the perceptions, the practice and the challenges encountered in doing so. This interview is meant to obtain information from you in this regard. I would like to assure that the information you provide me would be kept confidential. So, please feel free to give information you know. Thank you very much for your cooperation!

Part I: General Information

To be asked (Date of the interview, District, Sex, Qualification Current position)

Part II: Interview Questions

1. What types of strategies do you use to teach speaking skills to your students to foster their speaking skills in English?
2. How effective do you think these strategies are in helping students develop their speaking abilities?
3. What is the role of teachers in using strategies of teaching speaking skills?
4. What challenges have you encountered when you use strategies of teaching speaking skills to your students?
5. What solutions do you suggest to solve the problems of using the strategies of teaching speaking skills in EFL class?
6. Which of the following areas do you find most challenging when using strategies of teaching speaking skills: pronunciation, fluency, accuracy, or vocabulary? Why?