

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

POST GRADUATE PROGRAMME MA IN (TEFL)

**AN INVESTIGATION OF STRATEGIES ENGLISH LANGUAGE TEACHERS USE
TO ENHANCE STUDENTS' SPEAKING SKILLS: THE CASE OF GRADE NINE
STUDENTS AT KUYERA SECONDARY SCHOOL**

BY: AMANA WARITU

**A thesis submitted to the Department of English Language and Literature in partial
fulfilment of the requirements for the degree of Masters in Teaching English as a foreign
Language (TEFL)**

JULY 2017

JIMMA, ETHIOPIA

Declaration, confirmation, approval and evaluation.

Research Title: An Investigation of Strategies English Language Teachers Use to Enhance Students' English Speaking Skills: The Case of Grade 9 Students of Kuyera Secondary School.

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 for it are duly acknowledged.

Amana Waritu

Name

Signature

Date

Confirmation and Approval

This thesis has been submitted for examination with my approval as a thesis advisor:

Principal Advisor:

Name

Signature

Date

Co-advisor

Signature

Date

Thesis Evaluators:

External Examiner

Signature

Date

Internal Examiner

Signature

Date

Chair Person

Signature

Date

Acknowledgements

First, I'm grateful to the creator, almighty God, who has kept me healthy throughout the whole period of my work

I am indebted to my advisors, Mr. Demis Gebretsadik and Dr. Tesfaye Gebeyehu who have given me an incredible guidance and advice. They helped me with an ample of knowledge in conducting the research. They are an architect of this study. I gratefully acknowledge the guidance and the perceptive comments on this thesis. Fortunately, without their assistance this research paper would not have been accomplished.

It is also my pleasure to owe special thanks to Kuyera Secondary and preparatory School heads who provided me with materials to conduct the present study.

I would also like to express my thanks to Kuyera Secondary School English department teachers and students for all their positive cooperation (i.e.) their immediate responses during data collection process.

I am also grateful to my colleagues who have planted the greatest encouragements, motivations and interest in me, and Mr. Abu Fato who helped me by writing the manuscripts.

I would also like to thank my classmates, lecturers of Jimma University college of social sciences and Humanities, Department of English Language and Literature, especially Dr. Adege Alemu and Dr. Tekle Ferede for unforgettable assistance and advice they provided me throughout my study.

Finally, I will never ever forget the kind, sympathetic and respectful assistance I have been receiving from my family, especially my wife, Belayinesh Fokora for advising, encouraging, financial support and the responsibility she has taken to manage our family. I would like to thank my daughter Chaltu Amana who encouraged me to attend this MA program. Without their help completing this study would be difficult if not impossible.

Abstract

The purpose of this study was to investigate the strategies English teachers use to enhance students' speaking skills at Kuyera Secondary School. Descriptive survey research was applied. The sample populations of this study were teachers and students. 80 students were selected using simple random sampling (lottery) method and 6 teachers were also selected using available sampling technique. This study collected data using questionnaire, interview and observation to achieve methodological triangulation. It used self-administered questionnaire that contains 32 items for each teacher and student, which was adapted and modified from Pal (2015), and classroom observation and interview with teachers also employed. Data was analyzed using descriptive statistics, frequency and percentage. Data obtained through observation and interview analyzed qualitatively. The result of the present study showed that teachers were not seen using the following strategies such as: dialogues role-play, debating, picture description, etc to enhance students' speaking skills. The major findings of this study suggested that the strategies English language teachers use to enhance students' speaking skills were not significantly helped students to improve their English speaking skills. Therefore, based up on the conclusion drawn from the study, the school English language teachers did not use strategies properly in order to enhance students' English language speaking skill. Then, according to the findings and conclusions all the responsible bodies: teachers, students, school administrators and other stakeholders should cooperate and work hard to develop English language speaking skill in this school.

TABLE OF CONTENTS

| | |
|--|-----|
| Acknowledgements..... | i |
| Abstract..... | ii |
| TABLE OF CONTENTS..... | iii |
| LIST OF TABLES..... | vi |
| List of Abbreviations | vii |
| CHAPTER ONE | 1 |
| INTRODUCTION..... | 1 |
| 1.1 Background of the Study..... | 1 |
| 1.2. Statement of the Problem | 4 |
| 1.3. Objectives of the Study | 6 |
| 1.3.1 General Objective | 6 |
| 1.3.2 Specific Objectives | 6 |
| 1.4. Research Questions | 6 |
| 1.5. Significance of the Study..... | 6 |
| 1.6 Limitation of the Study..... | 6 |
| 1.7 Delimitation | 7 |
| CHAPTER TWO | 8 |
| REVIEW OF RELATED LITERATURE | 8 |
| 2.1. Definition of the Spoken Language..... | 8 |
| 2.2 The Importance of Speaking Skills in Learning..... | 8 |
| 2.3 Students’ Difficulties in Speaking English | 9 |
| 2.4. Factors of Students’ Difficulties in Speaking English..... | 9 |
| 2.4.1. Interest..... | 9 |
| 2.4.2 Motivation..... | 10 |
| 2.4.3Family Factors | 10 |
| 2.4.4 School Factors | 10 |
| 2.4.5 Society (Environment Factors)..... | 10 |
| 2.5 Strategies to Minimize Students’ Difficulties in Speaking..... | 10 |
| 2.5.1 Methods of Enhancing Speaking Skills of Students | 10 |
| CHAPTER THREE | 14 |
| METHODOLOGY OF THE STUDY | 14 |

| | |
|--|----|
| 3.1 Design of the Study | 14 |
| 3.2 Population | 14 |
| 3.3 Research Setting | 15 |
| 3.4 Data Collection Instruments | 15 |
| 3.4.1 Questionnaire | 16 |
| 3.4.2 Interview | 16 |
| 3.4.3 Observation | 16 |
| 3.5 Data Collection Procedures | 17 |
| 3.6 Method of Data Analysis | 17 |
| 3.7 Ethical Consideration | 18 |
| 3.8 Validity and Reliability | 18 |
| CHAPTER FOUR | 20 |
| PRESENTATION AND DISCUSSION OF DATA | 20 |
| 4.1 Background Information about Participants | 20 |
| Table -1: Participants Sorted by their Genders and Qualifications | 20 |
| Table -2: participants /teachers / sorted by their age ranges | 20 |
| Table -3: Participants sorted by their genders | 21 |
| Table- 4: participants Sorted by their ages | 21 |
| 4.2 The Discussion of the Teachers' and students' questionnaire | 22 |
| 4.2.1 Teachers related factors | 22 |
| 4.2.2 The techniques used by the teachers and students' role in learning. | 22 |
| Table -5: Teachers' and Students' Responses on How Often Teachers Use Strategies to Enhance Students' Speaking Skills. | 22 |
| Table -6: Teachers' and Students' Responses on How Often Teachers Use Strategies to Enhance Students' Speaking Skills. | 27 |
| Table-7: Teachers' and Students' Responses on How Often Students Use Strategies to Enhance Their Speaking Skills..... | 30 |
| Table- 9: Teachers' and Students' Responses on How Students Use Strategies to Enhance Their Speaking Skills. | 35 |
| Table- 10 Teachers' and Students' Responses on How Teachers Use Strategies Related to the Learning Environment to Enhance Students' Speaking Skills..... | 36 |
| 4.3 The discussion of Classroom Observation and Teachers' Interview Results | 38 |
| 4.3.1 Classroom Observation Discussion Results | 38 |

| | |
|--|----|
| 4.3.2 Teachers’ Interview questions and answers..... | 38 |
| 4.3.3 Interview Result Discussion | 39 |
| CHAPTER FIVE | 42 |
| SUMMURY, CONCLUSIONS, AND RECOMMENDATIONS | 42 |
| 5.1 Summary | 42 |
| 5.2 Conclusions | 43 |
| 5.3 Recommendations | 45 |
| References | 48 |
| Appendices..... | 52 |
| Appendix-A:..... | 52 |
| Questionnaire for Students..... | 52 |
| Part-1: Teacher Related Factors..... | 53 |
| 1.1Techniques Used by the Teacher | 53 |
| 1.2 Strategies Used by the Teacher | 53 |
| Part-II: Student Related factors | 54 |

LIST OF TABLES

| | |
|---|----|
| Table -1: Participants Sorted by Their Genders and Qualifications | 20 |
| Table -2: Participants /teachers / Sorted by Their Age Ranges | 20 |
| Table -3: Participants Sorted by Their Genders | 21 |
| Table- 4: Participants Sorted by Their Ages..... | 21 |
| Table -5:Teachers’ and Students’Responses on How Often Teachers Use Strategies to Enhance Students’ Speaking Skills. | 22 |
| Table -6:Teachers’ and Students’Responses on How Often Teachers Use Strategies to Enhance Students’Speaking Skills | 27 |
| Table- 7:Teachers’ and Students’ Responses on How Often Students Use Strategies to Enhance Their Speaking Skills | 30 |
| Table- 8:Teachers’ and Students’ Responses on How often Students Use Strategies and Attitude to Enhance Their Speaking Skills | 32 |
| Table- 9:Teachers’ and Students’ Responses on How Students Use Strategies to Enhance Their Speaking Skills..... | 35 |
| Table- 10:Teachers’and Students’Responses on How Teachers Use Strategies Related to the Learning Environment to Enhance Students’ Speaking Skills. | 36 |

List of Abbreviations

Fre=frequency

EFL=English as a foreign language

ESL=English as a second language

ELT=English language teaching

L1=first language

L2=second language

TEFL=teaching English as a foreign language

SILL=strategy inventory for language learning

SOL=speaker of other language

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Human beings share their feelings, ideas, information and emotions through language to create meaning among them. The ability to communicate fails if they do not develop any of the four language skills; namely, listening, speaking, reading and writing. Of the four skills speaking skill is a crucial part of foreign language learning and teaching. "Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts" (Chaney, 1998:13). Of all the four language skills the teaching of speaking seems intuitively the most important. Because many, if not most foreign learners are primarily interested in learning to speak (Ur, 1991:120).

The application of strategies and classroom activities that develop learners' ability to express them through speech would also find its root in 1970s in abroad and later on in Ethiopia. Now, these strategies are applied in almost all schools, colleges and universities all over the world, and is claimed to be effective teaching method in teaching speaking in foreign language context (Richards, 2008).

A number of studies also point to the positive influence of these strategies in teaching the speaking skills. However, although most research findings show the positive outcomes of these strategies on students' speaking skills, many foreign language teachers in Ethiopia, particularly Kuyera Secondary School still find it difficult in incorporating or using the strategies in their classroom. And learners have little experience of expressing themselves in English at the level. The purpose of this study is therefore to investigate strategies English language teachers use to enhance students' speaking skills.

The goals of teaching English speaking skills are to enhance the students' oral communication skills. Because students can express themselves, involve in different social activities, and learn how to follow the social and cultural rules when they can effectively communicate in English language properly. As in many other countries,

English is taught as a foreign language here in Ethiopia. More emphasis has been given to it than other native languages due to its status both as an international and foreign language (Tamene 2012). In educational system, it is used as compulsory subject in Elementary school level, and as a language for instruction from Secondary School to University in most Ethiopian Schools. Moreover, the modern world of media and mass communication demands a good knowledge of English; especially spoken English. Many people wish to get the benefit of the modern education, research, science, trade, etc. to get this benefit, communicating in spoken English plays a great role (Ongondo, 2009; Sewe, 2009).

In Ethiopia the problem is that majority of Secondary School graduate students do not speak English language properly. Even the top students who get high scores in written examination are unable to express themselves orally in English language (Tsegaye et al, 1995). Students that have inability to communicate often prefer to use mother tongue during conversation rather than English language (Abenga, 2005; Gudu, 2010). Thus, because of significant role of speaking, many researchers such as (Bailey, 2005; and Goh, 2007) have proposed strategies to enhance speaking skills by means of syllabus design, teaching principles, types of tasks, and materials and speaking assessments.

Similarly, a research done by Mwamba (2005) in Kenya found out that the high school students were shy and preferred remaining quiet due to their inability to express themselves properly in English language. Students who lack communicative competence speak slowly and they do not participate actively in the conversation, and their spoken English does not sound natural; they use poor grammar and pronunciation. Also, as many studies showed students in Ethiopia have a very low proficiency in spoken English. They have low English speaking performance because of many factors, most of the factors emanated; in relation to the teachers and learning- environment according to the studies conducted by the following researchers :(Fasil et al, 1992).for instance, Abdisa (2011) conducted a study on the practice of Teaching Speaking Skills in the secondary school. According to the researcher finding, the study reveals that teachers do not play active role in developing speaking skill. They do not present in a memorable and meaningful way. No maximum amount of practice is given for students. Teachers do not create enough

opportunities for students to use English in real life communication they focused on doing activities in the text book mainly through drills and dialogues in the lessons. Thus, when the above thoughts are compared to our context particularly in the context of the present study, in Kuyera secondary school, the same is true; students of grade nine are unable to communicate orally in English language as the researcher's past EFL teaching experience reveals.

- Similar observation found out that learners have low oral skills which could be due to absence of authentic language teaching learning situations inside and outside the classroom. According to the researcher, there are several factors that influence teaching learning English skills. Among those factors :
- Use of mother tongue inside and outside classroom environment
- Low status of English in the country
- Learners' negative attitude towards English speaking skills
- Use of mother tongue by teachers to express difficult concepts
- Use of teachers-centered methodology and passiveness in the classroom. So, these and similar factors affect successful speaking English skills (Alharbi, 2005).
- Students' diversified language skills previous background exerts a great impact to the way further communicative ability of students (Isa 2011).

To solve these difficulties the researchers such as (Muthwii et al, 2001) proposed ways to enhance speaking skills of students with the help of different strategies of teaching: the use of appropriate exercises and learner- centered approach to studies.

Since speaking is one of the four major skills necessary for effective communication in any language, researchers assured that speaking skills should be developed effectively. To achieve these students should be given integrated tasks which help develop along with other skills, so that these integrated skills will enhance the students' ability to communicate them develop both skills (Galaskov, 2002). Therefore, the aim of this paper is to investigate strategies Kuyera Secondary School English language teachers use to enhance students' English language speaking skills.

1.2. Statement of the Problem

One of the most difficult aspects for students is foreign language learning. Students need to speak effectively in English language. Even though they need to obtain the ability to communicate effectively, the major problems such as teaching-learning activities, teaching materials, teachers' educational level, learners' motivation, teachers' competence and teaching method deter Ethiopian students from achieving this communicative skill (Tamene, 2012).

The traditional teaching method in which teachers talk much and learners listen is another obstacle that hampers Ethiopian students. In addition, the Ethiopian tradition of teaching and child upbringing lack of institutional support, teachers' lack of experience and learning materials, students' background to involve actively in teaching -learning process and unsuitable preparation of curriculum and updated educational materials are the major problems that dominate the enhancement of students' English speaking skill (Derebsa, 2005).

When students take part in the process of speaking, they do not only involve knowledge of target language forms and function, but also knowledge of interaction between the speakers and listeners in order to make negotiation of meanings clear, (McDonough and Shaw, 1995). In general, in the process of interaction students require to know what to speak, how to speak, for whom to speak, why to speak, when to speak depending on contents, listeners, timing, purpose and conditions in which the speaking takes place. Teachers need to use appropriate strategies that improve their students English speaking strategies.

Many researches express their concern for the difficulties that the majority of Ethiopians have in spoken English. Cohen added that the standard of oral fluency and competence in English is low, and many Ethiopian speakers have 'little confidence in the language for oral purposes'. There has been similar concern among parents and teachers, outspoken in local broadcasts and casual discussions, for the mismatch between the roles which English is expected to play and the competences of learners in it and that inadequate or low command in English would mean a great disadvantage (Cohen,2005).

Tsegay (1995) carried out a study on the ‘various strategies used by the students in their strive to become proficient speakers of English. The researcher establishes that the majority of the students usually made use of the memory strategy. And make less use of other strategies. The study revealed that direct strategy appears to be generally used or utilized by the students.

Some studies have been conducted to investigate the problems of speaking skills of Ethiopian students. One of the studies was carried out by Feda (2002) to investigate the organization of group work in spoken English classes. The result of his study showed that the teachers did not properly organize group- tasks, which were designed for teaching spoken English. Consequently, group tasks seemed to suffer from different problems such as large class, learner motivation, teacher competence, and teaching methodology. Moreover, the tasks did not seem to provide opportunities to the students to practice speaking and develop their oral skills. a lot of researches have been done on speaking skills internationally. However, to the knowledge of the present researcher, strategies teachers use to enhance students English speaking skills is less studied in the context of Ethiopia in general and never studied in Kuyera Secondary school in particular. Therefore, the researcher believes that this area needs attention and should be studied. Thus, to fill the existing gap this study aimed at investigating the strategies English language teachers use to enhance students’ English language speaking skills.

1.3. Objectives of the Study

1.3.1 General Objective

The overall objective of this study was to investigate strategies English language teachers use to enhance students' speaking skills at Kuyera Secondary School

1.3.2 Specific Objectives

1. To identify the strategies that English language teachers employ to enhance students' speaking skills.
2. To find out the problems that hinder students' speaking skills.
3. To assess teacher related factors that might hamper students speaking

1.4. Research Questions

The present study attempts to answer the following research questions

1. What are the strategies English language teachers employ to enhance students' speaking skills?
2. What are the problems that hinder students' speaking skills?
3. What are teacher related factors that hamper students' speaking skills?

1.5. Significance of the Study

Today, speaking English language has become important for business, travel, and other economic factors. This study is also expected to benefit teachers and students. It will enable the teachers to have awareness and understanding about the problems of speaking English language, and to see their own position and method of teaching in relation to the identified problems. It would also help teachers to take an appropriate measure to treat students' problems in speaking English. And will benefit the school in advance. In other words, the study can help the school to prepare teaching modules and other researchers may also use this study as a stepping stone for conducting further studies on this area.

1.6 Limitation of the Study

The method of data analysis is also delimited also to descriptive statistics. That is to say, it does not employ inferential statistics. The study decrypts what has happened and does

not investigate the cause effect relationship. Hence, the finding cannot be generalized to grade nine of other schools.

1.7 Delimitation

The scope of the study is delimited to investigating strategies English language teachers at kuyera secondary school use to enhance grade nine students' English speaking skills. Data collection was delimited to English teachers and students of kuyera Secondary School who were registered for the academic year 2016/17.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Definition of the Spoken Language

According to Brown Douglas some idiosyncrasies of spoken language that make listening somewhat difficult to acquire. This some characteristics must be taken into account in productive in generation of speech, but with the slight twist in that the learner is now the producer.

Thus, this section will be planned to explore the major problems of speaking in light of students' and teachers perceptions towards learning and teaching it. It provides different solutions for the major problems which should be considered by students and teachers such as suitable communicative tasks, communication strategies based on what theory say about implications of learning and teaching speaking skills in the classroom.

2.2 The Importance of Speaking Skills in Learning

Learning speaking skill is important for over all academic performance of students. Learning speaking skills is to achieve an academic success for some students. For others it may be for communicative efficiency and also there are other reasons. In the process of intellectual discussion and social interaction among the members of educated class speaking skill ability is used as an instrument. Therefore it is important for secondary school level students to acquire an ability to enhance speaking skills effectively in order to achieve their career. According to (Mohan, 2003) people may give judgments about our language competence from our speaking rather than from any of the other language skill (McDough and Shaw, 1993). According to Brown and Yule (1983), teaching speaking skill prepares students for be able to:

- Express themselves in the target language
- Cope with basic interactive skills like exchanging greetings and thanks and apologies.
- Express their needs, request for the services and etc.

According to Richards (2006), English is so widely taught worldwide that the purpose of learning it is taken for granted. Acquiring speaking skills will bring untold blessing to those who succeeded learning. Thus, it will lead to educational and economic empowerment.

2.3 Students' Difficulties in Speaking English

In Ethiopia, like in many other countries the problem of speaking skill is crucial. A number of researcher investigated this field and come to conclusion about the students low level speaking ability and inability to speak confidently and fluently. One among many reasons to take into consideration might be lack of confident and anxiety about making error as state by Trent (2009) and other related studies. In general, the problem of our students related to learning to speak can be divided into four main groups:

1. Student feels shy speaking English because they are afraid of making mistakes. It is usually seen as they are afraid of being criticized by teachers and students.
2. Working in pairs or groups student often begins to use native languages.
3. Students do not have enough information on the topic discussed even on their native languages.
4. Student feels a lack of linguistic and verbal resources for solving the given task.

In that case, the teacher should create friendly atmosphere of collaboration, so that students do not afraid of admitting of their mistakes and will accept criticism.

2.4. Factors of Students' Difficulties in Speaking English

2.4.1. Interest

According to Hartati(2003), "each student has interest and self-necessity of his/her own. The material of the study or the process of learning is appropriate with interest and students' necessity the both will cause attention in the practical, among interest and attention is appeared. Interest and attention are hardly the same yet, the basic only is differentiated. Interest is the attitude of sprit an individual involving the following functions:

- ✓ Cognition
- ✓ Emotion directed to something.

Interest is a condition of someone who has attention and desire to know and learning or together with proves. According to Sudarmur (2004), interest is desire to take and to do one sector of study intensively.

2.4.2 Motivation

Motivation comes from motif and according to Sardman (1987); “motif is an effort which drives somebody to do something”. According to Syhah(1999); motivation divided into two kinds:

- Intrinsic: motivation comes from individual self to do some thing
- Extrinsic: motivation driving from outside oneself to do some thing

2.4.3 Family Factors

According to Nunan (1989), “the language environment, the fact that family knew and used English, social interaction, exposure and practice in the use of the language at home”.

2.4.4 School Factors

There is no rule in schools to English usage; there is no guide line from the teacher and interactional practice with other students. Everyone not speak English during class when English subject take place (Arimibow, 2003).

2.4.5 Society (Environment Factors)

One of the factors that make students’ difficult in communication is environmental factor. The meaning environment is the condition of communicator and communicant in conversation (Koam, 1990).

2.5 Strategies to Minimize Students’ Difficulties in Speaking

2.5.1 Methods of Enhancing Speaking Skills of Students

In ELT, every teacher chooses a definite set of methods of enhancing students’ speaking skills. Nowadays it is possible to use traditional and modern technologies either in separately or in integration. Internet communication tools have begun to be used in education, especially in English languages teaching. New technologies are supplementing

traditional English teaching methods. Students learn faster and easier than before because of the use of technology in schools. If they are trained during their school years, they learn languages and technology simultaneously. Learning English through the web and using new trends in education in schools make student willing to learn the languages.

Web based technologies and useful internet sites provide new possibilities and latest trends for teachers and students. English has become easier to learn than ever before availability of many sources to help people learn an effortless and enjoyable way.

Web based learning is one of the fastest growing area in education. It is widely accepted that advances in information technology and new development in pedagogy provided opportunities to create well-designed, learner centered, interactive, affordable, efficient and flexible e-learning environments (Khan, 2005).

For this reason, it could be suggested that the internet surfing is an alternative way to study English .Web based technology and useful internet sites provide various possibilities and latest trends for teachers and students. Today it has become possible to enhance speaking skills with the help of tools such as Skype, emails, blogs, chats and mobile devices.

To build effective communication skills students must learn to:

- Communicate using digital media and environments to supports personal and group learning.
- Share information efficiently and effectively using appropriate digital media and environments
- Communicate thoughts and ideas clearly and effectively to different audiences using various Medias and formats.

It is crucial that we as teachers help students build this vital set of 21st century skills.

Everything depends on our ability to be creative and to use modern teaching methods.

The following are suggested list of such activities:

- ✓ Reading aloud
- ✓ Students give their thoughts on topic assigned by teacher
- ✓ Students listen to class mates thoughts and respond

- ✓ Oral diary; weekly report
- ✓ Group presentation and a completed project
- ✓ Oral book report
- ✓ Picture description
- ✓ Story telling
- ✓ Chained story telling
- ✓ Creating riddles
- ✓ Role play
- ✓ Debates
- ✓ Dramatic monologues
- ✓ Radio drama
- ✓ Jazz chants

We can choose any one of the methods in ELT because all of them help to develop speaking skills.

It is possible to use them in integration or separately to get positive result. As it was mentioned above, the significant role of speaking, (Bailey, 2005; and Goh, 2007) proposed methods to enhance the development of speaking by means of syllabus design, principle of teaching, types of tasks and materials.

Promoting speaking confidence, together with appropriate tasks design will recommend for the English skills development of EFL/ESL learners (Bailey et al. ,2005) other out of class factors that will enhance the participants' speaking skills abilities including frequent listening to English materials, such as listening to music, watching movies, listening to the radio, watching TV programs, access multimedia websites.

The finding that speaking and listening skills were usually intertwined in the term of languages learning and development (Noon-Ura,2008). In addition suggestions for EFL learners speaking improvements included the variety of course activities, encouragement of more listening through the media and seeking opportunities to speak in real situation.

Moreover, practice and exposure to both listening and speaking activities in real world situation appeared to be a practical method to promote speaking confidence (Songsiri, 2007).

In general, according to researchers such as (Rogova and Shchukin) to improve the speaking ability of students, the following steps should be taken:

- ❖ Place more emphasis on the quality of study books at the basic.
- ❖ Give enough time to speaking and phonetic drill of students
- ❖ No scolding but rather providing a friendly environment.
- ❖ Use practical and applicable strategies by teachers for students while speaking in English most of the time.
- ❖ Develop boldness and confidence in student to ask question of their teachers.
- ❖ No overcrowded class.
- ❖ Awards and motivation for students
- ❖ Encourage listening Cable News Network and British Broad Cast, keep up to-date and constantly retrain teachers.
- ❖ Arrange various activities and balance in the courses with respect to literature and language.

If Kuyera Secondary School teachers take these rules into consideration and try to use them in their work they would be able to build communicative competence of EFL learners and enhance their speaking abilities.

CHAPTER THREE

METHODOLOGY OF THE STUDY

The purpose of this study was to investigate strategies English language teachers use to enhance students' English speaking skills of grade 9 students at Kuyera Secondary School. In this regard, it was intended to answer the questions raised in this study. On how to address these issues, the research design, population and sampling, data collection instruments: questionnaire, interview, observation, data collection procedures and methods of data analysis are described below.

3.1 Design of the Study

Descriptive survey research design was conducted in the study. Because descriptive survey study is helpful when a researcher needs to look into a phenomenon in its natural context to get the overall pictures (McDonough, 2002). And since its main objective is concerned with describing the characteristics of the population or phenomenon being studied and what actually hindering students' speaking skills. The main characteristic is that the researcher has no control over the variables; he/she can only report what has happened and or what is happening.

Thus, the researcher assumed descriptive survey was an appropriate design for investigating the major problems of teaching and learning strategies that EFL teachers employ to enhance students' speaking skills and for answering the research questions stated in the introductory chapter. To this end, the qualitative and quantitative data types and methods were employed to analyze and interpret data.

3.2 Population

According to Arikunto (1998), population is the whole of the research subjects where sample is the part of population. The populations of this study were English language teachers and English language learners who were teaching and learning English respectively at Kuyera Secondary School in 2009E.C academic year. The reasons researcher selected grade nine (9) target language learners were to get enough time for data collection as they would stay up to June and an inability of students in speaking.

Then, there are (6) male and no female English language teachers and 12 sections of grade nine (9) students at Kuyera secondary school. Each section has students ranging from 48 to 63 a total of 408 male and 275 female students with a sum of 683 students who were registered for 2009E.C academic year. Accordingly, the researcher selected the target language teachers as a whole and two grade 9 sections, 9F and 9H, from the total grade9 sections ranged from 9A-9L. Population of the students also was selected using probability sampling of simple random sampling (lottery) method. The researcher used the whole students as the representative population from two selected sections .The total number was 80, among them 48 are male and 32 are female students. Also, from the total number of six (6) English teachers the whole teachers with relatively similar education background and different experience were selected using purposive technique. The researcher used purposive because purposive sampling technique is used when the researcher uses his/ her own judgment to select a sample he/she believes would provide the data he/she needs according to (Fraenkel andWallen, 2009).

The reason for selecting the total population of the students also is that Gay and Eurasian (2000) stated that descriptive type of research needs enough amounts of representative samples to generalize for the total population, and using the sample size rule of Thumb in Fall (1984). Then, the whole population would be recommendable to obtain necessary and sufficient representative sample of population that gives equal and in dependable chance of being selected for each population.

3.3 Research Setting

The study was conducted in Oromia Regional State, West Arsi Zone, in Shashemane district at Kuyera Secondary School. Kuyera Secondary School is about 12km far away from Shashemane town to the north. Its distance from the capital city, Addis Ababa, is 238km and nearly 600km from Jimma University.

3.4 Data Collection Instruments

An appropriate instrument to collect data for an investigation of strategies, behaviors, actions, utterances and verbal expressions of their attitudes and perceptions toward the concepts could be questionnaire, interview and observation. Because they are the elements of descriptive studies (McArthur, 1983)

Accordingly, the study gathered data through questionnaire, interview, and classroom observation. Data has been collected from target language teachers and students to investigate the strategies used by the teachers to enhance the students' English speaking skills.

3.4.1 Questionnaire

The questionnaire was employed to collect information from the target language teachers and students to investigate what strategies they (teachers) use to enhance the students' speaking skills. The questionnaire has personal information, procedures, statements (items) that were answered by participants. The researcher has prepared 32 items by using likert scale ranging 1-5 points that which contains the items employed by teachers and to role of the students to enhance students' speaking skills. Then, the questionnaire was translated in to Afan Oromo in order to make easier to understand for students and was administered to the whole participants.

3.4.2 Interview

The other instrument used in this study is interview. It was conducted to gather supplementary information besides questionnaire. Thus, ten open-ended interview questions were prepared and administered to the selected English language teachers. The reason the researcher focused on using the participants (representative groups) interview was to understand the respondents perceptions and experience to make generalization (Kothari, 2004).

Then, the researcher prepared 15-20 minutes interview session to conduct with the selected teachers. The results of interviews were to help the researcher: 1) to get further information 2) to know the commitment of the teachers towards teaching-learning speaking skills.

3.4.3 Observation

Observation was used to collect additional data. It was employed to collect qualitative data information, about the strategies the target language teachers use in order to enhance students' speaking skills in the classroom. It was conducted using a checklist prepared to record what was going on in the actual setting. For this purpose, two sections of grade 9 English language teachers classroom at Kuyera Secondary School were selected. The

researcher observed each class twice to confirm the consistency of the information and investigate the changes observed.

During the observations, the researcher observed different aspects of the class such as availability of materials in the classroom, strategies teachers and students use to enhance students' speaking skills, size of the classroom, activities of the teachers and students in the classroom, motivation provided by teachers, linguistic ability, the number of students in the classroom, the equipment for teaching- learning English, students' motivation to learn English speaking, the average time given to teach English speaking, and so on.

3.5 Data Collection Procedures

Data was collected using questionnaire, interview and observation. The questionnaire was prepared in English, and then translated in to Afan Oromo to ease the questionnaire for students' understanding. After the translation was completed it was revised by assistant teachers, Mr. Abu Fato and Gazu, who were selected purposively. Then, they were oriented by the researcher about how to administer the questionnaire. Afan Oromo version was distributed to the representative sample students who were learning English language at Kuyera Secondary school. Then, after the assistant teachers oriented students how to respond questions and the purpose of data collection, they administered the questionnaire.

The researcher provided support when necessary on the process. From the total questions that were administered to the students, those questions returned incomplete were discarded and considered only the filled one for the students' responses in the analysis. After the questionnaire data collection was completed, the researcher carried out interview and observation to check the consistency of data collected through the questionnaire.

3.6 Method of Data Analysis

A whole range of activities of both quantitative and qualitative has been embraced under data analysis. The statistical methods and techniques have got a special position in research because they provide answers to educational problems.

Then, data obtained from questionnaire was organized in tables. The qualitative survey was also used to get the teachers' opinions about the major problems they faced in teaching English language and techniques and strategies they used to enhance students' speaking skills.

Then, each alternative was tabulated under each rating scales, and the raw data gathered through questionnaire was analyzed using the frequency and percentage. Data gathered through interview and classroom observation was described qualitatively in order to support the data gathered through questionnaire. At last, the findings obtained through the questionnaire, interview and classroom observation was discussed, summarized and conclusion was reached and recommendation was given.

3.7 Ethical Consideration

The ethics of research refers to what was not appropriate to do when carrying out research. Researchers have moral and professional obligation to meet ethical consideration. In this regard," governments, professional organizations, universities and funding agencies have established ethical guidelines and code of conduct for researchers to follow (Kalof, Dan and Deitz, 2008, p.46). According to Getachew et al.(2004), a research project that is conducted in an ethical way maximizes benefits to both the researchers and the study participants and respects participants' right and minimizes the risk to participants. Therefore, the researcher respected the standardized ethical guidelines and code of conduct when carrying out this research.

3.8 Validity and Reliability

Validity refers to a means of checking a study whether it measures the indeed learning out comes or" what is claims or purports to be measuring" (Brown, 1996:231),(Bachman,1990) and(Brown,2004) consider validity as a very important quality of the study.

Reliability refers to the measurement of consistency and dependability for assessment tools For instance, particular assessment method is reliable if that method is consistently yielding the same or similar scores when it is administered twice to the same students at different times in the similar circumstances. Therefore, the data collected from questionnaire, interview and classroom observation were giving the same information to

the researcher. Then, the researcher realized the problems in the study and the factors that obstacle the application of different strategies in teaching and learning speaking in EFL class. So the obtained data from respondents were valid and reliable.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF DATA

This chapter presents the data gathered through questionnaire, interview, and observation.

These were used because it was hoped that the results obtained through them would be valid. The findings are organized into four major sections: the first section presents background information about respondents, teachers and students. The second presents the result obtained from teachers' and students' questionnaire tabularized in the same chart. The third section discussed about the teachers' and students' responses. The fourth one presents the interview and observation results.

4.1 Background Information about Participants

a) Teachers

Table -1: Participants Sorted by their Genders and Qualifications

| Gender | Frequency | Percentage % | Qualification |
|--------|-----------|--------------|---------------|
| M | 6 | 100 | First degree |
| F | - | - | - |
| Total | 6 | 100 | ✓ |

As displayed in Table 1, the total of the teacher participants are 6 (100%) and all are male by which female teachers are absent. And their qualification is first degree.

Table -2: participants /teachers / sorted by their age ranges

| Age ranges | Frequency | Percentage % |
|------------|-----------|--------------|
| 24-29 | 3 | 50 |
| 30-40 | 2 | 33.33 |
| 55 | 1 | 16.67 |
| Total | 6 | 100 |

Majority of the teachers Were in the medium age but 1(16.67%) was the most aged and experienced in teaching the language English in this school.

b) Students

Table -3: Participants sorted by their genders

| Gender | Frequency | Percentage % |
|--------|-----------|--------------|
| Male | 48 | 60 |
| Female | 32 | 40 |
| Total | 80 | 100 |

As indicated in Table 3, the majority of student participants are male 48 (60%) while the female are 32 (40%).

Table- 4: participants Sorted by their ages

| Group of ages | Gender | Frequency | Percentage % |
|---------------|--------|-----------|--------------|
| 12-14 | M | 3 | 3.75 |
| | F | - | - |
| 15-18 | M | 35 | 43.75 |
| | F | 30 | 37.5 |
| 19-20 | M | 9 | 11.25 |
| | F | 1 | 1.25 |
| 21-25 | M | 1 | 1.25 |
| | F | 1 | 1.25 |
| Total | | 80 | 100 |

As Table 4 shows, the number of the respondents was arranged from 12-25 years old. Most of them were male 35(43.75%) and between the age of 15-18 while 30(37.5%) were female who were between 15-18 years old, and 1 (1.25%) was aged 25.

4.2 The Discussion of the Teachers' and students' questionnaire

This part particularly discusses about teachers' and students' findings from questionnaire.

4.2.1 Teachers related factors

According to the teachers' and students' responses the factors related to the teachers' use of techniques, strategies and activities are presented in this section. The students' role in learning and enhancing English speaking skill is also discussed

4.2.2 The techniques used by the teachers and students' role in learning.

The respondents were asked to give their ideas about the techniques they allowed the students to use for enhancing English language speaking skills and students role correspondingly as shown in the table below

Table -5: Teachers' and Students' Responses on How Often Teachers Use Strategies to Enhance Students' Speaking Skills.

| No | Items | Respondents | Frequency and percentage | Scales | | | | | |
|----|---------------------------|-------------|--------------------------|-------------|--------------|----------------|-------------|------------|-------|
| | | | | Always 1 | Usually 2 | Sometimes 3 | Rarely 4 | Never 5 | Total |
| 1 | Questioning and answering | Teachers | Frequency | | 1 | 4 | 1 | | 6 |
| | | | Percentage | | 16.67 | 66.66 | 16.67 | | 100 |
| | | Students | Frequency | 4 | 5 | 21 | 23 | | 80 |
| | | | Percentage | 5 | 6.25 | 26.25 | 28.75 | | 100 |
| 2 | Pair or group discussion | Teachers | Frequency | 1 | 1 | 2 | 2 | | 6 |
| | | | Percentage | 16.66 | 16.66 | 33.33 | 33.33 | | 100 |

| | | | | | | | | | |
|---|-------------------------------|----------|-----|-------|------|-------|-------|-------|-----|
| | | Students | Fre | | 1 | 20 | 20 | 39 | 80 |
| | | | % | | 1.25 | 25 | 25 | 48.75 | 100 |
| 3 | Conversation or dialogue | Teachers | Fre | | | 4 | 2 | | 6 |
| | | | % | | | 66.67 | 33.33 | | 100 |
| | | Students | Fre | | | 19 | 15 | 46 | 80 |
| | | | % | | | 23.75 | 18.75 | 57.5 | 100 |
| 4 | Role play and drama | | Fre | | | | 3 | 3 | 6 |
| | | | % | | | | 50 | 50 | 100 |
| | | Students | Fre | | | | 13 | 67 | 80 |
| | | | % | | | | 16.25 | 83.75 | 100 |
| 5 | Picture description | Teachers | Fre | | | 4 | 1 | 1 | 6 |
| | | | % | | | 66.67 | 16.67 | 16.66 | |
| | | Students | Fre | | | 19 | 26 | 35 | 80 |
| | | | % | | | 23.75 | 32.5 | 43.75 | 100 |
| 6 | Panel discussion and debating | Teachers | Fre | | | 1 | 2 | 3 | 6 |
| | | | % | | | 16.67 | 33.33 | 50 | 100 |
| | | Students | Fre | | | 9 | 19 | 52 | 80 |
| | | | % | | | 11.25 | 23.75 | 65 | 100 |
| 7 | Story telling | teachers | Fre | | | | 4 | 2 | 6 |
| | | | % | | | | 66.67 | 33.33 | 100 |
| | | students | Fre | | | | 17 | 63 | 80 |
| | | | % | | | | 21,25 | 78.75 | 100 |
| 8 | Peers interview | Teachers | Fre | | | 3 | 2 | 1 | 6 |
| | | | % | | | 50 | 33.33 | 16.67 | 100 |
| | | Students | Fre | | | | 34 | 46 | 80 |
| | | | % | | | | 42.5 | 57.5 | 100 |
| 9 | Giving instruction on | Teachers | Fre | 4 | | 1 | 1 | | 6 |
| | | | % | 66.66 | | 16.67 | 16.67 | | 100 |

| | | | | | | | | | |
|----|---|----------|-----|----|-----|-------|-------|------|-----|
| | the given topic | Students | Fre | 12 | 2 | 37 | 7 | 22 | 80 |
| | | | % | 15 | 2.5 | 46.25 | 8.75 | 27.5 | 100 |
| 10 | Listening to the script on the radio and report back to the class | Teachers | Fre | | | | | 6 | 6 |
| | | | % | | | | | 100 | 100 |
| | | Students | Fre | | | | 10 | 70 | 80 |
| | | | % | | | | 12.5 | 87.5 | 100 |
| 11 | Daily or weekly individual or group presentation on the completed project | Teachers | Fre | | | | 3 | 3 | 6 |
| | | | % | | | | 50 | 50 | 100 |
| | | Students | Fre | | | 1 | 15 | 64 | 80 |
| | | | % | | | 1.25 | 18.75 | 80 | 100 |

In the Table 5 above concerning about techniques used by the teachers, as the responses show, about using questioning and answering, 1 (16.67%) of the teachers reported usually, 4(66.66%) teachers use Some times and 1 (16.67%) reported Rarely respectively. Also as shown in the same table, the students were asked the question how often their teachers used questioning and answering in the classroom and they reported 4(5)Always 5 (6.25), Usually 5 (6.25%) Some times 21(26.25%) Rarely 23(28.75%) Never 27 (33.75%) respectively.

The majority of them replied Rarely and Never. The interview of the teacher and classroom observation also revealed that the teacher couldn't take enough time to use questioning and answering strategies to help students to enhance speaking English language skill.

As presented in the Table3 above, item2, about 1 (16.67%) of the respondents responded that teachers let students to practice English speaking through group or pair discussion Always and Usually respectively and about 2(33.33%) responded Sometimes and Rarely. Likewise, the students` respondents replied 1(1.25%) Usually, 20(25%) Some times, 20(25%) Rarely and 39(48.75%) Never respectively. The majority of the

respondents used Rarely and Never because as the researcher inferred by classroom observation there was no favorable situation such as enough time, seating arrangement....etc to practice speaking through the pair or group discussion.

The next technique was how the English language teachers use to enhance students` English language speaking skill using conversation or dialogue practices in the class room. Accordingly, 4 (66.66%) of the teachers replied Sometimes, 2 (33.33%) were answered Rarely. According to the student respondents, 19(23.75%) answered Sometimes 15(18.75%) said Rarely and 46(57.5) answered Never. It was also revealed by the result of data collected through interview and classroom observation that dialogue speaking technique was not used in the class room. It can be inferred from the above discussion that this technique was not used to enhance the students` speaking English language skill in the classroom context.

As shown in the table 5, from the data gathered about practicing students in the class room in role play and drama, the result that replied by the school teachers were 3 (50%) Rarely and Never 3(50%).Likewise, student respondent answered Rarely 13 (16.25%) and Never 67(83.75%).

In addition, classroom observation and interview that were carried out reveal that there was no practicing of role play and drama in the class room. Therefore, from the above discussion we can conclude that even if the above mentioned techniques are important to enhance students` speaking, the teachers did not use them. Therefore, it needs improvement as much as possible.

The next items, as shown in Table 5, respondent of the teachers, 4(66.67%) answered Sometimes 1(16.67, and 1(16.66%)%)replied Rarely and Never respectively. Besides, the student respondents answered 19 (23.75%) Some times, 26 (32.56%) Rarely and 35 (43.75 %) Never. Then, as can be seen from the table, both `picture description ` and panel discussion and debating have the similar answers. The classroom observation and interview results also show that these techniques were not used in an appropriate way in the classroom speaking practices.

As shown in the table 5, item 7 is about storytelling. When the school teachers were asked through the questionnaire 4 (66.67%) and 2 (33.33%) answered Rarely and Never respectively. Besides, the students were also asked the same question through the questionnaire to confirm the teachers' responses. They answered that their teachers used story telling in the classroom Rarely 17(21.25%) and Never 63(78.75) .Also, the observation and interview uncovered that the teachers used this strategy in the classroom Rarely.

The next item is peer interview. It is iteming 8 in Table 5. Then, as the result of the questionnaire shows, 3 (50%) answered Sometimes, 2(33.33%) Rarely, 1 (16.67%) Never respectively. In contrast, the students answered 34 (42.5%) Rarely and 46(57.5%) Never. The majority of the students denied as their teachers did not let them to practice peer interview. In addition, the classroom observation and teachers` interview confirmed that no peer interview was used in the classroom as a strategy of enhancing students' English speaking skill.

For item 9, as it can be seen in Table 5, the majority of the teachers 4 (66.66%) said that they gave instruction on the given topic Always , while 2(16.67%) said Some times and another 2(16.67%) replied Rarely .Besides, the student respondents answered that their teachers used to give them instruction on the given topic Always 12(15%), Usually 2(2.5%), Sometimes 37(46.25%), Rarely 7(8.75) and Never 22(27.5). As the result shows the majority of the respondents answered Sometimes and Never. In other way, the teachers' interview and classroom observation justified that the teachers were attempting giving instruction on the given topic, but it was not successful and it needs improvement to help students speaking skills.

Literature also shows that regarding speaking, providing students with as many opportunities the language orally as possible is an essential aspect of teaching this productive skill (Fontana, 2003).

For item 10 (Table 5) which asks about Listening to the script on the radio and reporting back to the class, from the total number of the respondent teachers while 6(100%) answered Never, of the total number of student respondents, 10 (12.5%) and 70(87.5%)

answered Rarely and Never respectively. The classroom observation also showed that this strategy was not applied by the teachers in the classroom. From the data one can conclude that listening to the script on the radio and reporting back to the class was not well used by the teachers to enhance students' English speaking skill.

Item 11 (Table 5) deals with daily or weekly individual or group presentation on the completed project. Accordingly, while 3(50%) and 3(50%) of the respondent teachers answered Rarely and Never respectively, 15(18.75%) and 64(80%) of the student respondents replied Rarely and Never` respectively, and only 1(1.25%) answered Sometimes .The classroom observation also showed that teachers did not apply this strategy to improve students English speaking skill. This finding implies the importance of paying attention to Cotter (2007) who said that in order to give students a structured class where they can interact with each other the teacher should organize him or herself with the presentation, practice, and production (PPP) activities.

Table -6: Teachers' and Students' Responses on How Often Teachers Use Strategies to Enhance Students' Speaking Skills.

| No. | I: My English teacher: | Responde nts | Frequen cy and percenta ges | Strongl y agree 1 | Agre e 2 | Neither agree nor disagree 3 | Disagree 4 | Strongly disagree 5 | Tota l |
|-----|---|-----------------|--------------------------------------|-------------------------|----------------|------------------------------------|---------------|---------------------------|-----------|
| 12 | I allow students to ask me for mistake or error correction | Teachers | Fre | 6 | | | | | 6 |
| | | | % | 100 | | | | | 100 |
| | | Students | Fre | 6 | 5 | 19 | 28 | 22 | 80 |
| | | | % | 7.5 | 6.25 | 23.75 | 35 | 27.5 | 100 |
| 13 | Present some pronunciation points in speaking lesson to boost students' | Teachers | Fre | 4 | 1 | 1 | | | 6 |
| | | | % | 66.66 | 16.67 | 16.67 | | | 100 |
| | | Students | Fre | | | 21 | 23 | 36 | 80 |
| | | | % | | | | | | |

| | | | | | | | | | |
|----|--|----------|-----|-----|-------|-------|-------|-------|-----|
| | fluency and confidence in learning speaking skills. | | % | | | 26.25 | 28.75 | 45 | 100 |
| 14 | I use student- centered approach | Teachers | Fre | | 1 | | 5 | | 6 |
| | | | % | | 16.67 | | 83.33 | | 100 |
| | | Students | Fre | | | 11 | 28 | 41 | 80 |
| | | | % | | | 13.75 | 35 | 51.25 | 100 |
| 15 | Give less time to various speaking exercises | Teachers | Fre | | 3 | 1 | | 2 | 6 |
| | | | % | | 50 | 16.67 | | 33.33 | 100 |
| | | Students | Fre | 2 | 57 | 8 | 13 | | 80 |
| | | | % | 2.5 | 71.25 | 10 | 16.25 | | 100 |
| 16 | Scold(s) students for not speaking correctly or (with poor accent) | Teachers | Fre | | | 1 | 1 | 4 | 6 |
| | | | % | | | 16.67 | 16.67 | 66.66 | 100 |
| | | Students | Fre | 16 | 15 | 15 | 13 | 21 | 80 |
| | | | % | 20 | 18.75 | 18.75 | 16.25 | 26.25 | 100 |

On the table the questionnaire that related to the teacher and the strategies used by them were asked. In item 12, according to the collected data result shows 6(100%) of the teachers of kuyera secondary school replied strongly agreed about allowing students to ask for mistakes correction. But the majority of the students replied, as depicted in the table, 28(35%) and 22 (27.5%) Rarely and Never respectively. The observation and interview results also show that the school teachers have intention to perform the above mentioned strategy but because of different obstacles such as lack of enough time and load of work in the school they could not be applied all in all as they intended to do /to help/ students to enhance their speaking skill in the class room.

For item 13, regarding presenting some pronunciation points in speaking lesson to boost students fluency and confidence in learning speaking skills teachers responded 4(66.66%) strongly agreed 1(16.67%) agreed,1(16.67%) Neither agreed nor disagreed respectively. In contrast, students replied 21 (26.25, 23(28.75%) and 36(45%) Neither agrees nor Disagree, Disagree; and Strongly Disagree respectively. In observation and interviews

also the results show that there was no presenting some pronunciation points in speaking lesson to boost their students by teachers (see appendix-E).

For item 14, the teacher was asked as he uses the student centered approach when his present teaching speaking skill to help students 1 (16.67%) answered Agreed 5 (83.33%) said Disagreed. Besides, the students were asked the same questionnaire in order to ensure the reality of using student- centered approach by their English language teachers. Then, 11 (13.75%) answered Neither agreed nor Disagreed. And the majority of the students that 28 (35%), and 41(52.25%) said Disagreed and strongly disagreed respectively. Accordingly on the classroom observation the researcher confirmed that the school teachers did not use learner –centered approach because of the work load and shortage of time in school. They run to complete the bulky portion of English grade 9 text book that was planned for a year.

As far as giving less time for item15, various speaking exercise was concerned 3(50%), 1(16.67%),2 (33.33%) of the teachers respondents have Agreed , Neither agreed nor Disagreed , and Strongly disagreed respectively. Similarly, it was also presented by the class room observation and interview that teachers' allotment of time, for speaking exercises was not enough. Also, in students' questionnaire to ensure that whether or not their teacher gives enough time for speaking skill exercises question was asked. So, 2 (2.5%), 57 (71.25%), 8(10%), 13 (16.25) strongly Agreed, Agreed, Neither Agreed nor Disagreed and replied Disagreed respectively. Therefore, as shown from the table above, the majority of the students that 57(71.25%) out of the whole participants were Agreed that their English teacher did not give enough time to exercise the speaking skills in the classroom.

In item 16, as far as scolding students for not speaking English language correctly was concerned 1(16.67%),1(16.67%)and 4(66.66%) of teachers answered Neither agreed nor Disagreed, Disagreed , Strongly disagreed respectively. Besides, from the students` respondents the majority of them that 21(26.25%) replied Strongly Disagreed about their teacher scolding for the student not speaking English language correctly. As the class room observation and teachers` interview confirmed also there was no scolding in the

class room in this school. Thus, as the discussion indicates not discouraging students in speaking encourage them to acquire English speaking skills and should be kept up.

Table-7: Teachers’ and Students’ Responses on How Often Students Use Strategies to Enhance Their Speaking Skills.

| Items | | | Scales | | | | | | |
|-------|---|-----------------|--|-------------|--------------|--------------------|-------------|------------|-------|
| No | My students: I: | Responde nts | Frequen cies and percent ages | Always 1 | Usually 2 | sometime s 3 | Rarely 4 | Never 5 | Total |
| 17 | Speak in English only inside the classroom | Teachers | Fre | 1 | 4 | 1 | | | 6 |
| | | | % | 16.67 | 66.66 | 16.67 | | | 100 |
| | | Students | Fre | 13 | 34 | 24 | 9 | 15 | 80 |
| | | | % | 16.25 | 42.5 | 30 | 11.25 | 18.75 | 100 |
| 18 | Can make a phone conversation | Teachers | Fre | | | | | 6 | 6 |
| | | | % | | | | | 100 | 100 |
| | | Students | Fre | 3 | 1 | 3 | 15 | 58 | 80 |
| | | | % | 3.75 | 1.25 | 3.75 | 18.75 | 72.5 | 100 |
| 19 | Actively participate in the class and like to present my group’s ideas to the whole class in English. | Teachers | Fre | 1 | 1 | | 3 | 1 | 6 |
| | | | % | 16.67 | 16.67 | | 50 | 16.67 | 100 |
| | | Students | Fre | 8 | 4 | 17 | 11 | 40 | 80 |
| | | | % | 10 | 5 | 21.25 | 13.75 | 50 | 100 |
| 20 | Evaluate my own weaknesses and strengths in English speaking skills. | Teachers | Fre | | | 2 | | 4 | 6 |
| | | | % | | | 33.33 | | 66.67 | 100 |
| | | Students | Fre | 2 | 2 | 2 | 11 | 63 | 80 |
| | | | % | 2.5 | | 2.5 | 13.75 | 78.75 | 100 |
| 21 | Watch and listen to English TV and radio programs (BBC, CNN,hard talks, debating...etc) as a model for English speaking skills and tohelp me build listening comprehension. | Teachers | Fre | | | | | 6 | 6 |
| | | | % | | | | | 100 | 100 |
| | | Students | Fre | | | 6 | 20 | 54 | 80 |
| | | | % | | | 7.5 | 25 | 67.5 | 100 |

For item 17, teachers were asked whether their students speak in the class room only or not. They responded 1(16.67%) Always, 4(66.66%) Usually, 1(16.67%) Sometimes. In addition, students replied 13(16.25%) Always, 34(42.5%) Usually, 24 (30%) and only, 9(11.25%) answered Rarely. Similarly, when the classroom observation and interview carried out it confirmed that the students did not speak outside the class room because of different reasons as the literature stated that students were reluctant to speak in the classroom and outside the classroom in the target language, and in some ways, they were unenthusiastic to use English language inside the classroom (Lin , 1998) .

As it can be seen, item18, under table7 regarding the students ability to make a phone conversation in English the teachers were asked and 6 (100%) the whole answered Never. Besides, students were asked whether they can make phone conversation in the target language.

Thus, 3 (3.75%) Always, 1(1.25%) Usually, 3(3.75%) Sometime, 15(18.75%) Rarely, were answered respectively. And the majority of students 58(72.5%) replied Never. In addition, the class room observation and teacher interview results reveal the students cannot make conversation. On the other hand, this means grade 9 students of kuyera secondary school find

it difficult to communicate with others on telephone due to comprehending what others say in English language and no situated condition was facilitated to solve this problem by the school.

About, item 19, teachers were asked whether their learners participate actively in the class room and like to present their group ideas to the whole class in English language. Then, above half of them 3 (50%), and 1 (16.67%) replied Rarely and Never respectively. Besides, the students were asked the similar question and the majority of them replied 11(13.75%), and 40(50%) Rarely and Never respectively. Likewise, the class room observation and teachers' interview result shows that the participation of students in the classroom was very low. As the result of observation indicates the reasons for low participation were insufficient time to exercise speaking and anxiety to speak the language English were among some of those mentioned.

In Item 20, teachers were asked whether the students evaluate their weaknesses and strengths in learning and enhancing English language or not, the population of the teachers in the study 2(33.33%) and 4(66.66) answered Sometimes and Never respectively, In addition, the students were asked whether they evaluate their English language speaking or not. And the majority of the students in the sample population 11(13.75%) and 63(78.75%) answered Rarely and Never respectively. (See table 5), Furthermore, teachers' interview and classroom observation indicated that the students do not evaluate their own weaknesses and strengths in speaking English language.

Teachers also were asked if their students watch TV & radio programs such as (BBC, CNN, hard talks, debating .etc) as the model for learning speaking, and to help them build their English language speaking fluency and listening comprehension.

Whole respondents responded Never or 6 (100%). Besides, the students were also asked to ensure the same question whether they perform the above mentioned activities in order to build their fluency in speaking. As the table shows they answered Sometimes, Rarely and Never or 6(7.5%), 20(25%) and 54(67.5%) respectively. The observation and interview that carried out also showed that most of the students do not watch TV and listen on radio in order to improve their speaking skills.

Table- 8: Teachers' and Students' Responses on How Students Use Strategies & Attitude to Enhance Their Speaking Skills.

| Items | | | | Scales | | | | | |
|-------|--|-------------|-----------------------------|---------------------|------------|---------------------------------|---------------|------------------------|-------|
| No | My students: I: | Respondents | Frequencies and percentages | Strongly agree 1 | Agree 2 | Neither agree nor disagree 3 | Disagree 4 | Strongly disagree 5 | Total |
| 22 | Have less confidence in English speaking skills. | teachers | Fre | 5 | 1 | | | | 6 |
| | | | % | 83.33 | 16.67 | | | | 100 |
| | | students | Fre | 58 | 3 | 7 | 12 | | 80 |
| | | | % | 72.5 | 3.75 | 8.75 | 15 | | 100 |

| | | | | | | | | | |
|----|--|----------|-----|-------|-------|-------|-------|-------|-----|
| 23 | Have less motivation in learning English speaking | teachers | Fre | 2 | 4 | | | | 6 |
| | | | % | 33.33 | 66.67 | | | | 100 |
| | | students | Fre | 24 | 8 | 15 | 8 | 25 | 80 |
| | | | % | 30 | 10 | 18.75 | 10 | 31.25 | 100 |
| 24 | Have high resentments towards the teachers who mistreat/ insult them | teachers | Fre | 2 | 2 | | 2 | | 6 |
| | | | % | 33.33 | 33.33 | | 33.34 | | 100 |
| | | students | Fre | 34 | 37 | | 3 | 6 | 80 |
| | | | % | 42.5 | 42.25 | | 3.75 | 7.5 | 100 |
| 25 | Prefer to speaking in mother tongue | teachers | Fre | 5 | 1 | | | | 6 |
| | | | % | 83.33 | 16.67 | | | | 100 |
| | | students | Fre | 48 | 20 | 12 | | | 80 |
| | | | % | 60 | 25 | 15 | | | 100 |
| 26 | Have negative attitude towards the culture of the native speakers | teachers | Fre | | 1 | | 2 | 2 | 6 |
| | | | % | | 16.67 | | 33.33 | 33.33 | 100 |
| | | students | Fre | | 12 | | 42 | 23 | 80 |
| | | | % | | 15 | 3.75 | 52.5 | 28.75 | 100 |

In the above table 8, item 22, teachers were asked whether students have less confidence in English speaking 5(83.33%) answered Strongly Agreed and 1 (16.67%) answered Agreed .

Besides, students also asked whether they have confidence in speaking English or not. And the majority of them 58 (72.5) were strongly agreed, 3(3.75%), Agreed, 7(8.75%) Neither agreed nor Disagreed and 12(15%) Strongly disagreed. Furthermore, the classroom observation and interview of the teachers revealed that, observation and interview of the teachers revealed that most of the students have very less confidence in

English speaking. It was also observed that students have shyness and fear of making mistakes when they were speaking in English. Therefore, it was confirmed that the students have less confidence in English speaking.

In the table 8, item 23, teachers also were asked concerning less motivation that students have in learning and enhancing speaking skills. The respondents (teachers) answered 2 (33.33%) Strongly agreed 4 (66.67%) Agreed respectively. Besides, the sample sized population students also were asked to ensure the above item; 49(61.25%) Strongly agreed, 8(10%) Agreed, 15(18.75%) Neither agreed nor disagreed, and only 8(10%) were Disagreed. In addition, the teachers' interview and classroom observation showed that students are not interested in learning and enhancing English speaking. Hence, teachers should motivate them to have interest towards speaking English language in the classroom and outside the classroom.

Teachers were asked, item 24, if students are disturbed or have high resentment towards the teacher who mistreat/insult them when speaking in English; then about 2(33.33%) replied strongly agreed , 2(33.33%) Agreed and 2 (33.33%) Neither agreed nor Disagreed respectively. Besides, the above question was also administered to the students. The majority of them replied 34(42.5%) Strongly agreed 37(46.25%) Agreed and only 3(7.75%), disagreed and 6(7.5%) Strongly disagreed respectively. Moreover, the interview and classroom observation confirmed that most of the students getting upset when mistreatment situation appeared.

For item 25, the teachers were asked whether the students prefer to speak in mother tongue or not. The majority of the teachers answered 5(83.33%) strongly agreed and only 1 (16.67%) agreed respectively. In addition, students were asked their role of preference in mother tongue. Then, the most of them replied 48 (60%) Strongly agreed, 20 (25%) Agreed, and only 12(15%) Neither agreed nor disagreed respectively. Also, the classroom observation and teachers' interview revealed that students always tend not to speak in English and prefer to speak in their mother tongue.

As shown in the table, item 26, the teachers were asked about their students having negative attitude towards the culture of the native speakers. Thus, the majority of the

teachers answered 2(33.33%) Strongly disagreed, 2(33.33%) Disagreed and only 1 (16.67%) Neither agreed nor Disagreed and 1 (16.67%) Agreed respectively as shown in the table above. Besides, the students' responses show 12 (15%) Agree and most of them that 42 (52.5%) Disagreed and 23 (28.75%) Strongly disagreed respectively. Likewise, the observation and interview indicates the same result. Therefore, according to the finding the attitude of the students towards the culture of English language native speakers is positive and it can not affect English speaking.

Table- 9: Teachers' and Students' Responses on How Students Use Strategies to Enhance Their Speaking Skills.

| No | Items | Respondents | Scales | | | |
|----|---|-------------|-----------------------------|-------|-------|-------|
| | | | Frequencies and percentages | Yes | No | Total |
| 27 | Do students find it difficult to listen comprehend what other person says in English? | Teachers | Fre | 5 | 1 | 6 |
| | | | % | 83.33 | 16.67 | 100 |
| | | Students | Fre | 78 | 2 | 80 |
| | | | % | 97.5 | 2.5 | 100 |
| 28 | Do students have a good knowledge of English grammar that can let them construct errors free sentences when speaking? | Teachers | Fre | | 6 | 6 |
| | | | % | | 100 | 100 |
| | | Students | Fre | | 80 | 80 |
| | | | % | | 100 | 100 |
| 29 | Do students have a good knowledge of vocabulary that can let them to easily express their ideas when speaking? | Teachers | Fre | | 6 | 6 |
| | | | % | | 100 | 100 |
| | | Students | Fre | | 80 | 80 |
| | | | % | | 100 | 100 |

For item 27, teachers were asked if students find it difficult to listen and comprehended what other person is saying in English , the majority of the respondents replied 5(83.33%) Yes and only 1(16.67%) answered No. Similarly, students themselves were administered the same question. And the majority of them replied 78(97.5%) Yes and only 2(2.5%) answered No. In addition, the interview and classroom observation carried out by the researcher confirmed that the majority of the students of grade 9 English

learners at Kuyera Secondary School find it difficult to listen and comprehend what other person is saying in English. Therefore, teachers should take measure to enhance students' speaking skills in practicing by providing enough time.

As indicated in the table 9 above, item 28, teachers were asked about their student's having a good knowledge of English grammar that can let them construct errors free sentences when speaking. The respondents were responded 6 (100%) no. Likewise, the students also were asked the same question to identify the fact that whether they have or not. Then, 80(100%) or the whole students answered No. The classroom observation that has been carried out at the school in two classrooms was confirmed that the students have no knowledge of English grammar that able they construct sentences errors free in speaking. Item 29, regarding the students having a good knowledge of vocabulary that can let them to easily express their ideas when speaking the teachers were asked whether their students have or not. The total of the teachers answered 6 (100%) No. Besides, the students were asked about their ability of vocabulary using in speaking English language the total population 80(100%) answered No. In addition, interview and classroom observation also added that students insufficient knowledge of vocabulary made them find it difficult to use English language. Thus, this means students lack good knowledge of English vocabulary that could not let them express their thoughts so easily when speaking.

Part- III: Learning environment related factors

Table- 10 Teachers' and Students' Responses on How Teachers Use Strategies Related to the Learning Environment to Enhance Students' Speaking Skills.

| No | Items | Scales | | | | |
|----|--|-------------|-----------------------------|-------|-------|-------|
| | | Respondents | Frequencies and percentages | Yes | No | Total |
| 30 | Do you teach a class of more than (50) students? | Teachers | Fre | 4 | 2 | 6 |
| | | | % | 66.67 | 33.33 | 100 |
| | | Students | Fre | 77 | 3 | 80 |

| | | | % | 96.25 | 3.75 | 100 |
|----|--|----------|-----|-------|-------|-----|
| 31 | Do you arrange or organize your classroom in the way that facilitates students' English speaking skills? | Teachers | Fre | | 6 | 6 |
| | | | % | | 100 | 100 |
| | | Students | Fre | 3 | 77 | 80 |
| | | | % | 3.75 | 96.25 | 100 |
| 32 | Is your classroom equipped with the learning resources? | Teachers | Fre | | 6 | 6 |
| | | | % | | 100 | 100 |
| | | Students | Fre | 3 | 77 | 80 |
| | | | % | 3.75 | 96.25 | 100 |

As it is shown in the table 10 above, with item 30, which asked the teacher about size of the class they teach in , the result shows that the majority of the respondents 4 (66.67%) answered Yes and in contrast, only 2 (33.33%) also answered No. Similarly, through the students `questionnaire that administered at the school the majority of the respondents 77(96.25%) answered Yes and only 3(3.75%) No result. Likewise, the observation and interview, result indicated that the teacher teaches students more than (50) and the class was overcrowded. Therefore, the learners could not be able to practice the speaking skills easily. Thus, based on the discussion above, it can be inferred that the size of the class is negatively affecting the students English speaking skills.

Teachers also were asked, item31, if the classroom is arranged in the way that facilitates students

Learning/ teaching English speaking skill. The total of the respondents /teachers/ 6(100%) answered No. Similarly, the students were asked whether the arrangement was well facilitated or not. The majority of the respondents 77(96.25%) answered No and only 3(3.75%) replied Yes. Furthermore, it was showed also by observation result that, the arrangement of seats didn`t permit the students to practice English speaking.

According to item 32, the table shows that the whole respondents of the teachers absolutely disagreed with the item that 6(100%) replied No. Besides, the students representatives also 77(96.25) replied No and only 3(3.75%) answered Yes.

In other ways, class room observation and teachers interview also revealed that the classroom was not equipped with different necessary materials or equipments such as

overhead, projector, tape, video, microphone, and amplifier and so on. Therefore, this indicates that the learning environment is not conducive for the students to learn and has a negative effect in enhancing students' English speaking skills.

4.3 The discussion of Classroom Observation and Teachers' Interview Results

4.3.1 Classroom Observation Discussion Results

In this study classroom observation was conducted. The selected sample sized population sessions were made for the period of two weeks. It was observed that teachers were sometimes using questioning and answering, giving instructions on the given topics, and pair or group discussion techniques. They were not seen using the following strategies; dialogue role-play debating, picture description, peer interview, storytelling and daily or weekly individual or group presentation on completed project.

The researcher also observed that students have got no confidence in English language speaking; they preferred to speak in their mother tongue. They did not have a good knowledge of grammar and vocabulary that could let them construct errors free sentences and express thoughts so easily.

The environment in which the learning took place was also observed. The researcher had also classes were large in size or overcrowded. Then, they not arranged in the way that could facilitate the students' learning English language speaking skills. The classes were not equipped with the modern English learning materials.

4.3.2 Teachers' Interview questions and answers

1. Interviewer: "In which of the language skills do you think that your students have problem"?

Interviewee: "speaking skill is the main problem for my students because they do not practice more of the times".

2. Interviewer: "Do you perceive speaking skill to be difficult to your students"?

Interviewee: "Yes, my students have the difficulty of speaking skills because of the influence of mother tongue"

3. Interviewer:" Do you teach speaking skill activities as it is designed in the text book"?

Interviewee: "No, because the text book is very balky, and I run to complete the portion of the year."

4. Interviewer: “How often do you let your students to learn and enhance English speaking through pairs, group discussion, dialogues, role play, pictures description, debating, storytelling, peer interview, and listening to the records on the radio or video and present the report back to the class”?

Interviewee: “I use some times questions and answers only and do not use other mentioned above strategies because of various unsuitable reasons to teach speaking skills”.

5. Interviewer: “Some teachers supposed as they do not teach speaking skills, what do you think the effects of neglecting it”?

Interviewee: “students lack confidence of speaking, fear to make mistakes in speaking English, learning speaking will be ignored by them.”

6. Interviewer:” What problems and challenges do you encounter in teaching speaking skills”?

Interviewee :“Most students have no interesting due to lack of grammar and vocabulary knowledge.”

7. Interviewer: ”What are the problems that deter students from English speaking related to their role?

Interviewee: “Problems that deter/prevent students from speaking English are interesting to speak, shyness, fear of making mistakes, lacking confidence and so on.”

8. Interviewer: “What are the problems hampering students’ learning English skills that arise in relation to the learning- environment”?

Interviewee: “The number of students being more than enough in the classroom, uncomfortable seating, unfavorable sounds around the room etc”.

9. Interviewer: “What are the material- related factors that affect students’ learning and enhancing English speaking skills”?

Interviewee: “unavailable of video, audio, TV, enough reading materials, language laboratory and unrecorded listening manuscripts are some of them”.

10. Interviewer: “What are the appropriate opportunities for improving English speaking skills”?

Interviewee: “Students should practice the pronunciation of English speaking, student-centered should be used, listening to the radio, TV, debating, peer interview---etc are essential to improve students’ speaking skills”

4.3.3 Interview Result Discussion

Interview was conducted with six English language teachers at Kuyera Secondary School. The interview questions were ten open-ended those could arise whole problems around speaking skills. They were asked about the perceptions of the teachers’ difficulty skills for their students. Most of them confirmed that speaking skill is a main problematic for the students because of various reasons; such as uncomfortable situations to teaching

learning speaking skills. They were also asked about the techniques, strategies and activities they used ; such as pair or group discussion ,dialogue role-play, picture description, debating, storytelling, asking and answering...etc, the students roles and the issues related to learning-environment, and the materials used for teaching learning English language speaking skills. Concerning the above questions only some of the participants answered they used rarely limited strategies, and most of them did not use for the sake of available reasons in the school. Also problems and challenges encountered during teaching problems, problems deter and hamper students from learning and enhancing English language speaking skills were asked. The participants answered in different aspects. They are:

- ✓ Problems of using teacher-centered approach
- ✓ Fear of students to make mistakes in speaking skills
- ✓ Students' shyness to stand in front of others and presenting
- ✓ Unfavorable situation to learn and practice speaking skills in the classroom and outside of the classroom.
- ✓ Interferences of mother tongue

AS (Bluers, 2005:3) states, "...learners from a specific first language usually produce many similar mistakes resulting from the influence of their mother tongue. They try, for example, to use the second/foreign language the same way they pronounce the first language."

- ✓ Students interest to use speaking skills
- ✓ Unavailability of recorded materials such as radio, video...etc
- ✓ The mismatch of syllabus materials/text books/ prepared in English language for developing students' speaking skills mentioned as they replied when interviewed.

At the last, the appropriate opportunities to improve and enhance students speaking skills were asked. And interviewees answered that to improve students' English speaking skills the following:

- Practicing students English language pronunciation
- Encouraging students to use the language in the classroom and outside of the classroom.
- Listening to the radio, watching TV, Video...etc English language programs
- Practicing with peer/ group students English speaking
- The syllabus material preparation should be matched with English speaking skills
- Professionals/teachers/ should aware about advantage of speaking skills and
- Students should practice English language speaking without fearing making mistakes and letting students to debating English language speaking skills were some of the solutions given by the interviewee.

CHAPTER FIVE

SUMMURY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Summary

Most of the students in our country, Ethiopia, have difficulties in English language speaking. Likewise, grade nine (9) students of Kuyera Secondary School lack English language speaking competence. Therefore, the objective of the present study is to investigate the strategies English language teachers use to enhance the students' English language speaking skills. The investigation of the study has tried to identify in four interrelated dimensions: the first, teacher related factors strategies used by the teachers, second, students related factors strategies used by the students and the role of the students third and the fourth were environment and material related. The sampling populations of the study were teachers and students.

The study was descriptive in which quantitative and qualitative approaches were used. Questionnaire is the major tool in which data were collected through. Interview and classroom observation were also used as supplementary tool. Data were analyzed using descriptive statistics, frequency and percentage. Questionnaire data was analyzed quantitatively and data collected through other tools analyzed qualitatively. For analysis simple narrative descriptive was used. The result of the present study showed that teachers were not seen using strategies such as: Dialogue role-play debating picture description etc. to enhance students' speaking skills. Findings of this study suggested that the strategies English language teachers use to develop students' speaking skills were not help students to improve English speaking. Then, regarding conclusion drawn, teachers did not use properly the strategies to enhance students' speaking skills. Therefore, the stakeholders, teachers, students and the school should help students to develop speaking English language. Eventually, data collected through the tools were discussed, and conclusion and recommendations has been drawn

5.2 Conclusions

The issues that have been presented, discussed and analyzed in this study so far were related to the investigation of strategies English language teachers use to enhance students' speaking skills, the following conclusions were drawn.

- ❖ The responsibility of English teachers is vital for facilitating using different strategies and guiding students' learning in order to enhance their speaking proficiency. To do so, teachers are expected to act differently in different situation. Regarding the study result, to enhance students 'speaking skills teachers were not playing active role in enhancing students English speaking skills. Most of the teachers did not use the strategies, and activities that could be employed in speaking class in order to encourage students to speak in English. Among the strategies those not practiced by teachers were pair and group discussion, role-play, dialogue, debating storytelling and peers interviews; besides, they did not let students to listen to the recorders on the radio or video and present the report back to the class, so that the students could not develop their English language listening comprehension and fluency.(see research question 1)
- ❖ Most teachers also did not let students to practice speaking through individual or group presentation. They were allowing sometimes their students to ask for feedback but they were not presenting some pronunciation points to help students develop their English language fluency. Teachers did not give enough time to various speaking exercises. They also did not use student centered approach. Therefore, these were the problems identified by the study those deterred students from English speaking enhancement.(see research question3)
- ❖ On the other hand, as the findings showed, students speak little English only inside the classroom. Most students need little encouragement to use English language out of the classroom. Teachers need to practice students to use the language English out of the classroom. However, they did not motivate them, and students did not practice speaking out of the classroom. Though, teachers should

facilitate the way their students use the language to speak and students are expected to be autonomous learners. As the study result revealed, students were observed that they did not evaluate their weaknesses and strengths in learning English speaking. (*see research question 2*)

They were also listening rarely or never to the foreign English radio station programs e.g. BBC, VOA or watching the foreign TV programs such as (CNN, BBC, and AJEZIRA--- etc) as model for learning English language to enhance speaking skill. These were the problems that hinder the students speaking skills. In practice many students feel frustrated as they found it difficult that speaking in English language is a complex matter. It is because speaking involves many factors, the ability to speak fluently only the knowledge of language features, but also the ability to process information in that language.

- ❖ The finding also showed that the students had very low confidence in English speaking skills. In addition, although knowing English language speaking skill is very advantageous, most students were not motivated due to the teachers' speaking activities- well prepared and clear instruction during lesson considered motivating.
- ❖ As the study finding showed, even though the students had positive attitude towards the culture of the native speakers, they were always preferred to speak in mother tongue. It was also observed that students had difficulties to listen and comprehend what other person was saying in English. They had less knowledge of English grammar and vocabulary; hence, they hesitated a lot when speaking in English. Generally, in students related factors that hindered students' English speaking skills were conclusions revealed from the study result.
- ❖ Large class size, the number of students was over crowded. The classroom were not arranged or organized in the way that could develop students' speaking skills. Moreover, classes were not interactive. Classroom were not equipped with modern learning materials, such as audio and video etc. no any teaching aids or

other supplementary materials were seen being used to facilitate the students' learning English speaking skills. Thus, these were also factors that deterred students from English speaking regarding learning environment.

5.3 Recommendations

The following recommendations have been drawn from conclusions.

- Teachers should know exactly the kinds of speaking techniques they can develop or design to help students learn English speaking skills.
- Teachers should create a favorable learning condition and opportunities for learning and enhancing speaking skills by using different strategies.
- They should let students to practice English speaking through dialogue, role-play, picture description, debating, storytelling, peers interview and listening to the records on the radio or video and present the report back to the class. The fact that well planned speaking lesson usually motivates the learners, teachers must plan and design speaking lesson in the way that should motivate students. Therefore, teachers have to play their role in facilitating, guiding, motivating and supervising the students' English' speaking learning.
- Teachers should also use learners -centered approach in order to let students do the talking when practicing English speaking skills. They should provide some pronunciation points in the lesson to help building students' English fluency.
- The role that teachers adopt should be dynamic, not static and should be subjected to change according to the psychological factors brought by learners. Teachers should be ethical; they should not scold the learner who does not speaking English correctly.
- The correction that teachers should give should help students gentle getting out of the difficult misunderstanding and hesitation. They should be systematic in giving corrections to their students.,

- Students have to participate actively in the class room speaking exercises, such as asking and answering questions, asking for clarification, group and pair discussion ,reporting what they discussed or listened, asking for information, giving information, and advice ,giving opinion ,telling stories, playing language games and solving problems.
- In addition, they should communicate with people outside their classroom in English .General, they have to use the language English in real life for the means of communication through risk taking and getting themselves exposed to the access of using English.
- To interact with each other students had no suitable conditions in the classroom, as the study shows, so the chairs should be convenient for pair work, small group or large group discussion. the school should plan to have language laboratory and language club to give students opportunities of speaking the language.
- Teachers have to choose and use appropriate teaching materials or teaching aids that promote students speaking skills. Hence, they should use audio materials (radio, telephone, records---etc) and visual materials such as TV, Video and watching DVD records and other teaching aids such as regalia, pictures models, charts, tables, diagrams and maps in order to let students learn English sp The above mentioned materials and others those help students to enhance their English speaking are very important resources that play a significant role in learning speaking. So, teachers have to adapt the existing materials for the purpose of enhancing students' English speaking skills.
- Therefore, capacity building training need to be provided for English language teachers of Kuyera Secondary School focusing on the planning and designing of speaking activities, techniques and strategies that

could let teachers to easily provide students with meaningful and functioning English speaking lesson, so that students can enhance their English speaking skills so easily and quickly.

- Teachers need to be aware that the learners' acquisition of the given skills is fallen on their shoulders. Hence, they take responsibility to monitor, facilitate, and supervise their students' learning.
- On other hand, students need to be aware of the responsibility they have on their learning. They should be told that their learning development is their own duty so that they should take full responsibility to monitor their own learning. Classroom seating should be arranged in the way support students' speaking practices in order to enhance students' English speaking skills in the learning environment

References

- Abdisa Guye Arse(2011)the practice of teaching speaking at ayertena secondary school.
Unpublished Thesis,AAU
- Abenga.S. BELizabeth (2005). The adoption and use of new educational Technology
English
primary teachers in T. T.Cs in Kenya, Unpublished PhD Thesis, MOi University
press
- AlharbiA.Heba (2015).improving students English in Saudi public Schools. International
journal
of instruction vol.8No.1 Jan2015.
- Alonso.A.Rosa,(2014).Teaching speaking :An exploratory study in two academic
contexts.
PORTA LINGUARUM22,Junio2014
- Bailey, K.M. (2005). Practical English Language: Teaching Speaking. New York: MC
Graw Hill.
- Bluers,T.(2005)teaching English as a foreign language,Washington
- Brown, G. & Yule. (1983). Teaching the Spoken Language .Cambridge: Cambridge
University
Press.
- Cotter,Ch.(2007).Speaking- well four stepsto improve your ESL/EFLstudents speaking
ability.
- DeresaDufera (2005).Quality of Teaching and Learning in Ethiopian Primary School:
Tension between traditional and innovative teaching-learning approaches. Addis Ababa.

Endelafer Melese Getachow Seyum et al. (2004). Manual for Writing TEFL MA thesis

Goh, C. (2007). Teaching speaking in the language classroom. Singapore:

SEAMEO Regional Language Center

Gudu, O. Benter (2010). A study of 2002 Integrated Approach Instruction of Speaking Skills

in English

Isa Alyi, (2011). In research paper of the exploration of factors affecting English Language

Communicative Skills, with reference to social Science Freshman students in Jimma University

Kham, B.H., (2005). Managing e-learning: Design, delivery, Implementation, and evaluation. Her shey PA: Information Science Publication. Retrieved on 6th January from [http://Books To](http://Books To Read.com/e-learning)

[Read.com/e-learning](http://Books To Read.com/e-learning)

Kothari, C.K. (2004). Research Methodology Methods and techniques. New Delhi: New

Age international publishers (P) Ltd

Lin, H. (1998). Different attitudes among non-English major EFL students.

McArthur, T. (1983). A foundation course for Language Teaching. Cambridge:

Cambridge University Press.

Michael Osborn, (2000). Public Speaking Houghton-Mifflin Boston, New York 11th Edition.

Mohan, M. (2003). Speaking English Effectively India: Macmillan India Limited.

Mwamba, Richard (2005). An investigation

MC Donough, J. and Shaw.(1995).MaterialsandMethods in ELT.

Cambridge:Blackwell Publisher Ltd.in two factors that hinder the instruction of oral communication skills in

EnglishKenyanSecondaryschools :(un published M. Thesis)

Noon-Ura,S.(2008).Teaching Listening Speaking Skills to Thai Students with low

nglish Proficiency.Asian EFL Journal, 10(4) 173-92. Retrieved from

<http://WWW.asian-efl-journal.com/December08sna.php>

Nunan, D.(2006). Task-based language Teaching in the Asia connect: Defining 'task', Asia EFL

January,8(3)(12-18). Retrieved from <http://asian-el-journal.Com/Sept06dn.php>

Ongondo.O.Charles(2005).Pedagogical practice and support of English language students

Teachers during in Kenya. University of leeds unpublished PhD

Patil, Z. N(2008).Rethinking the objectives of teaching English in Asia. Asia EFL Journal

10(4)227-240. Retrieved from [http://WWW.asian-efl-](http://WWW.asian-efl-journal.com/December08zn.php)

[journal.com/December08zn.php](http://WWW.asian-efl-journal.com/December08zn.php)

Richards,J.(2006).30 Years of TEFL /TESL: A personal Reflection. SEAMEO

Regional Language center.

Sarwar,M—Alam—

HussainA.,shah,A.A.,&jabeen,M.(2014).AssessingEnglishSpeakingSkills of

perspective teachers at entry and graduation level in teacher education program

Language testing in Asia asp ringer open journal.

Songsiri,M.(2007). An action research Study of promoting students' confidence in

Speaking English.(Dissertation of education Degree), Schools of Arts, Education and Human Development Victoria University, Australia. Retrieved from e prints vu.edu. au/1492/1/Songsri.pdf

Tamene Kitila(2012).Influence of History on English Language Education in Ethiopia. onreport

on a future search Conference by the institute of international Education and Ambo University (Ed) enhancing the quality of English Language in Ethiopia. (pp.17-20). Addis Ababa.The Embassy of United State of America.

Trent,J.(2009).Enhancing oral Participation across the Curriculum: Some Lessons From the

EAP classroom. Asian EFL Journal 11 (1).256-270.

TsegayeTafare(1995).Speaking strategies employed by the first year students at Kotebe Collge of Teachers ‘ Education. Unpublished Thesis, AAU

Ur,P.(1992)Course in Language Teaching practice and theory.Cambridge:CambridgeUniversity press

William, Mackey, (1965:128).Language. Teaching Analysis: London Longman group./td.

As Sited by (Isa, 2011)

Zhang,Y.(2009)-Reading to Speak: Integrating Oral Communication Skills. English Teaching

Forum, (47(1), 32-34.Retrieved from [http://exchanges.sytate.gov/English teaching/Forum Archives/2009/09-47-1htm](http://exchanges.sytate.gov/English_teaching/Forum_Archives/2009/09-47-1htm)

Appendices

Appendix-A:

Questionnaire for Students

Dear students, the purpose of this questionnaire is to gather information on the Strategies English Language Teachers Use to Enhance Students' English Language Speaking Skills. This study is conducting as a partial fulfillment of the requirement of Master of Art (MA) in Teaching English as a Foreign Language (TEFL) at Jimma University. As your responses are very crucial for the over- all results of the study, you are kindly requested to give a genuine response to each of the items included in this questionnaire. The information you provided through this questionnaire will guarantee the success of this study. So, be honest and feel free to provide genuine information because your responses will be kept in confidential. Your contribution to the success of this study is appreciated.

Notice: Please, don't hesitate to ask for explanation in case you face anything which is not clear while responding.

Thank you very much for your cooperation!

Background Information

School Name _____

Age _____

Sex: male female

Department _____ Year/Semister _____

Part-1: Teacher Related Factors

1.1 Techniques Used by the Teacher

Direction: The following statements are about techniques used by English teacher to enhance students' English speaking skills .Please read carefully each statement and respond by putting a tick (√) mark in. Use the rating the column corresponding to your answer, to indicate how frequently your teacher uses them in your classroom scale below. The responses range from “always to never.”

1.2 Strategies Used by the Teacher

Direction: The following are about strategies that your English teacher uses to enhance your English speaking skills. Read them carefully and put a tick mark in the column corresponding to your answer to indicate the degree to which you agree. Use the measurement scales below. The responses ranges from” strongly agree to strongly disagree.”

1=strongly agree 2 =Agree 3=neither agree nor disagree 4=Disagree
5=strongly disagree

| No | My English teacher: | Scales |
|----|--|--------|
| | | 12345 |
| 12 | Allows me to ask for feedback(mistakes correction) | 12345 |
| 13 | Presents pronunciation points that may boost my speaking fluency and confidence in learning English speaking skills. | 12345 |
| 14 | Uses learner-centered approach | 12345 |
| 15 | Gives enough time to various speaking exercises | 1234 |
| 16 | Scolds students for not speaking correctly or (with poor accent) | 12345 |

Part-II: Student Related factors

2.1 Direction: Read the following statements carefully, they are about the strategies you use to learn English and to enhance your speaking skills .Decide how frequently you use them in your classroom or outside of the school. Please put a tick (√) mark in the column corresponding to your answer .Use the rating scales below. The responses range from ‘always to never’

1=always 2=usually 3=sometimes 4=rarely 5=never

| No | Items | Scales |
|----|---|--------|
| 17 | I speak in English only inside the classroom | 12345 |
| 18 | I can make a phone conversation in English | 12345 |
| 19 | I actively participate in the class and like to present my group's ideas to the whole class in English | 12345 |
| 20 | I evaluate my own weaknesses and strengths in English speaking skills | |
| 21 | I Watch and listen to English TV and radio programs (BBC ,CNN ,hard talks ,debating,--etc) as a model for English speaking skills and to help me my English build listening comprehension | |

2.2 Direction: please read the following statements carefully, they are about your role in learning and enhancing English speaking skills. Put a tick (✓) mark in the column corresponding to your answer to show the degree which you agree. Use the measurement scales below.

The responses range from “strongly agree” to “strongly disagree”

1= strongly agree 2=Agree 3=neither agree nor agree 4= disagree 5= strongly disagree

| No | Items | Scales | | | | |
|----|---|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 22 | I have confidence in English speaking | | | | | |
| 23 | I am motivated in learning English speaking because I see that it is advantageous | 1 | 2 | 3 | 4 | 5 |
| 24 | I have high resentment towards teacher who mistreat or insult me | 1 | 2 | 3 | 4 | 5 |
| 25 | I always tend or prefer to speak in mother tongue | 1 | 2 | 3 | 4 | 5 |
| 26 | I have negative attitude towards the culture of native speakers of English | 1 | 2 | 3 | 4 | 5 |

2.3. Direction: please read the following statements carefully and response by putting a tick (✓) mark in the column corresponding to your answer.

| No | Items | Alternatives | |
|----|--|--------------|----|
| | | Yes | No |
| 27 | Do students find it difficult to listen and comprehend what other person says in English | | |
| 28 | Do students have a good knowledge of grammar that can let them construct errors free sentences when speaking? | | |
| 29 | Do students have a good knowledge of English vocabulary that can let them to easily express their ideas when speaking? | | |

Part III: Learning Environment Related Factors

2.4. Direction: the following statements are about your learning environment, please read them carefully and response by putting a tick (**v**) mark in the column corresponding to your answer.

| No | Items | Alternatives | |
|----|---|--------------|----|
| | | Yes | No |
| 30 | In my class, there are more than (50) students | | |
| 31 | Is your classroom arranged in the way that facilitates you larning English speaking skills? | | |
| 32 | Is your class equipped with modern learning resources? | | |

Adapted from Pal(2015)

Appendix-B:

Questionnaire for Students

(AFan Oromo Version)

OdeeffannoowwaanDabalataa

Odeeffannoo-B:

GaafannooBarattootaaf

KabajamootaaBarattoota, FayyidaanGaafannookanaaodeeffannoofunaanuun

strategies of English language teachers use to enhance students' speaking skills”

jedhuirrattiqorannootarsiimoowaan(strategies)

barsiisoniiafaanIngliziibarsiisuuttiifayyadamuundandeettiidubbaachuubarattootaafaaningliziiguuddisuufittiigargaa ramanaddaanbaafachuuf.

Qorannoon kun UniversiitiiJimmattidigirii 2ffaatiif (MA) afaanIngliziikaafaanbiyyaaalaatitti (TEFL)

barsiisuukeessattiwaantootabarbaachisaankeessaagartokkeekanguutuudha.

DeebiiinatiGafannookanaafkennituubu'aaqorannichaatiifbaay'eebarbaachisaadha.Kanaafgaafannoo as keessattiituqamantokkootokkooisaaniitiifdeebiihaqaaakkakennituukabajaadhaangaafana.

Odeeffannoonatikaraagaafannootiinkennituumilkaa'inaaqorannichaatiif. wabiidha. kanaaf, odeeffannoo kana yommuukennituuamanamaafbilisata'i, sababbiinisaasodeeffannoonatikenniteicciitiidhaaneeggama.

Milkaa'inaaqorannookanaatiifgaheen at taphatebaay'eedinqisiifama.

Hubachiisa:-Yemmuudeebii kana

kennituuwanifasiifhintaaneibsiakkaittikennamuakkagaafattukabajaadhaansiithubaachiifna.

Waannuugootteefbaay'eeGalatoma!

(AFan Oromo Version)

OdeeffannooDuddaduubasaa

MaqaamanaBarumsaa _____

SaalaaMallattoo kana ka'l (v)

DhiiraDubara

Umurii _____

Damee /Department _____

Wagga /Semister 2009/2017 Semistera 2ffaa

Kutaa I: Dhimmoota Barsiisaan walqabatan

Maloota Barsiisaan itti fayyadamu

Qajeelfamaa:-

Himoonni armaangadii waa'ee maloota barsiisaan afaan Ingilizi kee dandeeti dubbi barattootaguddisuuf itti fayyadamudha. Himootaa armaangadii tokkootokkoon ofeegannoondubbi suudha andeebi keemallattoo (✓) kanaan bakka isaatti garsiisi kun akkaataa barsiisaan kee daree keessatti maloota kanneen irraa deddebi'ee itti barsiisuuf itti fayyadamuu garsiisa.

Rammaddiimadaa lii armaangadii itti fayyadami. Deebi kee "yeroo hundumma hanga gonkumaa" itti fayyadamajedhuutti diriireera.

1= yeroo hundaa (Always) 2 = akkabaramettii (usually) 3= yeroo tokkootokko (sometimes) 4= darbeedarbee (rarely) 5= gonkumaa (never)

| Lakk | Himootaa | Safartuuwwan | | | | |
|------|--------------------------------------|--------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| | Barsiisaan koonifayyadama: | 1 | 2 | 3 | 4 | 5 |
| 1 | Gaaffii fi deebii | 1 | 2 | 3 | 4 | 5 |
| 2 | Mariigareeykn lamee | 1 | 2 | 3 | 4 | 5 |
| 3 | Walwajjiin haasa'uu | 1 | 2 | 3 | 4 | 5 |
| 4 | Shoorataphachuuykndiraamaa | 1 | 2 | 3 | 4 | 5 |
| 5 | Ibsaafakkii/fakkiiwwanii | 1 | 2 | 3 | 4 | 5 |
| 6 | Mariigareeykn muggutii | 1 | 2 | 3 | 4 | 5 |
| 7 | Seenaahimuu | 1 | 2 | 3 | 4 | 5 |
| 8 | Gafannoohiriyootaa (peer interview) | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|--|---|---|---|---|---|
| 9 | Mata dureekenameeirraatiiqajeelchakennuu | 1 | 2 | 3 | 4 | 5 |
| 10 | Waraabbiiraadiyooyknviidiyoodhageeffachuudhaanduu baadeebi'eedaree fi ripoortiidhiyeessuu (gabaasuu) | 1 | 2 | 3 | 4 | 5 |
| 11 | GuyyaaGuyyaanykntorbeendhuunfaan (gareen) waa'eeprojektiixumuraameeirraattihasa'adhiyeessuu | 1 | 2 | 3 | 4 | 5 |

(AFan Oromo Version)

1.1Tarsiimoobarsiisaadhaanraawwatamu

Qajeelfama:

HimoonniarmaangadiitarsimoobarsiisaankeekanafaanIngliffaabarsiisuudandeettiibarattootaadubbii/haasawaAfa aningliiffaaguddisuudhaafraawwatuudha.

Himootaa of eegannoondubbiisuudhaanmallattoo(v) kana bakkasiifkennameka'i

Rammaddiisafartuumaangadiittiifayyadami. Deebiinkee "baay'eesigalaahangabaay'eesiihingaluutti" diriireera.

1= Baay'eesii gala 2= sii gala

3= siigalaa fi siihingaluutileehingalu 4= Siihingalu 5= Baay'eesiihingaluu

| Lakk | Barsiisaankoo: | Safartuuwwan | | | | |
|------|---|--------------|---|---|---|---|
| 12 | Duubdeebiiakkaagaafadhuu fidogoggorakooakkasirreeffadhunaafeeyyama | 1 | 2 | 3 | 4 | 5 |
| 13 | Akkaataaqabxiidubbiikanbarattootaofittiamanaanii dandeetiidubaachuuakkabaratanii fiakkahoratanjajjabeessudhiyeessa. | 1 | 2 | 3 | 4 | 5 |
| 14 | Dhiyeessibarnootaabarattootaajidduu-galeessakangodhateettiifayyadama. | 1 | 2 | 3 | 4 | 5 |
| 15 | Gilgaaloota(shaakala) dubbiigaragaraatiifyeroogahaakenna | 1 | 2 | 3 | 4 | 5 |
| 16 | Barattoonnii dubbii afaan ingilizii seer-lugaeeganiiyoohindubbanenihifata,nilola. | 1 | 2 | 3 | 4 | 5 |

(Afan Oromo v

Kutaa II

DhimmotaBarattootallaallatan

2.1 Qajeelfama : Himoota armaan gadii of eggannoodhaan dubbis. Innis waa’ee tarsimoowwaan dandeetii afaan ingliffaa baraachuu fi guddifachuudhaaf kanatti ittii fayyadamtuudha.. Akkaataa daree keessattii ykn mana barumsaatiin alaatti

fayyadamtu murteessi. Mallattoo(v) kanaanbakkadeebiifiifkennamettiigarsiis.

Safartuumaangadittiifayyadami. Deebiiwwaan “hundumahangagonkumaa” jedhuuttidiriireera.

1= hundumaa (always) 2= akkabarametti (usually)

3= yerootokkootokkoo (sometimes) 4= darbeedarbee(rarely)

5= gonkumaa (never)

| Lakk | Himootaa | Safartuwwan | | | | |
|------|--|-------------|---|---|---|---|
| 17 | Anidareekeessaqofaattii faanIngliziittiinhaasa’a. | 1 | 2 | 3 | 4 | 5 |
| 18 | AniafaanIngliziitiinbilibilaahaasa’ agochuunidanda’a. | 1 | 2 | 3 | 4 | 5 |
| 19 | Anidareekeessatiisi’aa’inaanhirmaachuufyaadaawwa anhiriyootaakiyyaadeebiseehirmaattootadareehunda afdhiyeesuunjaallaadha. | 1 | 2 | 3 | 4 | 5 |
| 20 | Anisangataa TV fi Raadiyoo (BBC, CNN, haasawaacimaamuggutiikkf) kanafaanIngliziidhageeffaachuuf fi hordoofuunakkafakkeenyaattiidandeettiidubbaachuuf dhageefachuucimsuufittiingargaarama. | 1 | 2 | 3 | 4 | 5 |
| 21 | Anidandeetii faanIngiliziidubaachuuirraatticiminaafi dadhabinakoonimadaala. | 1 | 2 | 3 | 4 | 5 |

AFan Oromo Version

2.2 Qajeelfama:-

Himonnii armaangadii waa'eeshooraafaaningiliziibaraachuuf dubbaachuufatitaphaatuudha.

Akkatumaayaadakennameittiamanteewaliigalteen (v) mallattoo kana

iddookennaameka'uunargrsiis. Safartuwwaan armaangadiitikenameefayyadam. Deebiiwwaan "baay'eesii gala hangabaay'eesii hingaluu " jedhuuttiikandiriireedha.

1= Baay'eesii gala (strongly agree) 2= sii gala (agree)

3= sii gala fi siihingaluutiileehingaluu (neither agree nor disagree)

4= siihingaluu (disagree) 5=baay'eesii hingaluu (strongly disagree)

| Lakk | Himootaa | Safartuwwan | | | | |
|------|--|-------------|---|---|---|---|
| 22 | AniAfaanIngiliziiofitti amanee nandubaadha. | 1 | 2 | 3 | 4 | 5 |
| 23 | AnibarnootadubbaachuufaanaaIngiliziibaraachuufk aka'umsaqaba, sababbiinisaasfaaydaqabeessata'uuwaanargeef. | 1 | 2 | 3 | 4 | 5 |
| 24 | Anibarsiisootabarattootamiidhanyknarrabsanirrat tikomiiguddaaqaba. | 1 | 2 | 3 | 4 | 5 |
| 25. | AniyeroohundaaafaanduraatiinyookiinafaanHaad hayookiinabbaakootiindubbaachuufyaada / filadha. | 1 | 2 | 3 | 4 | 4 |
| 26 | Aniaadaa fi worraafaanIngiliziidubbatanirrattiilalachagadhee yookiingaariihintaaneqaba. | 1 | 2 | 3 | 4 | 5 |

(AFan Oromo Version)

Qajeelfamaa :- Himootaa armaangadiis irriitid dubbisuudhaandee biikeebakkasiif kennameettimallattoo (√) kana ka'i

Filannoowwaandee biieyee" ykn mitikan jedhuun akka armaangadittika'ameera.

| Lakk | Himootaa | Filaannoowwaan | |
|------|--|----------------|------|
| | | Eeyye | Miti |
| 27 | Barattoonni waannam nitokko afaan Ingiliziitiin maal akka haasa'e /dubbate/ dhageeffachuudhaan hubaachu akkarakkootiilaluu? | | |
| 28 | Barattoonni beekumsagaarii seer-luga afaan Ingiliziidoggoramalee himootai jaaruu nakkadubbaachuudanda'anisa angargaaru uqabuu? | | |
| 29 | Barattoonni beekumsagaarii jechoota Afaan Ingiliziik anyaadotaisaani akkasal phaattidubbachuunitti ibsachuudanda'anqabuu? | | |

(AFan Oromo Version)

Kutaaiii: Dhimmoota Naannoobarnootaatiin Walqabatan

Qajeelfama: -Himoonni armaangadii waa'eenaannoobarnootaakan ilaallatuudha.

Sirriitid dubbisuudhaan mallattoo(√) kanaan bakkaisaaf kennamettidee biikeeka'i.

| Lakk | Himoota | Filaannoowwaan | |
|------|--|----------------|------|
| | | Eeyye | Miti |
| 30 | Daree koo keessatti barattoota (50) oltujiraa?. | | |
| 31 | Daree kee keessatti Barnoota afaan Ingiliziidubb aachuun barachuuf akkattoolutti haallimijaa'eera .? | | |
| 32 | Dareen keemeeshaalee barnootaakan hammay yaatiinguutamee jiraa? | | |

Appendix C

Questionnaire for Teachers

Dear teachers, the purpose of this questionnaire is to gather information on the Strategies English Language Teachers Use to Enhance Students' English Languages Speaking Skills. This study is conducting as partial fulfillment of the requirement of Master of Art(MA) in Teaching English as a Foreign Language(TEFL) at Jimma University .As your responses are very crucial for the over-all result of the study , you are kindly requested to give a genuine response to each of the items included in this questionnaire. The information you provided through this questionnaire will guarantee the success of this study. So, be honest and feel free to provide genuine information because your information will be in confidential. Your contribution to the success of this study is highly appreciated.

Notice: Please not hesitate to ask for explanation in case you face anything which is not clear while responding .

Thank you very much for your Cooperation!

Background information

Name Of the school _____

Sex"- Please Put a tick (v)mark

Male

Female

Age _____

Qualification _____

Part- I:Teachers Related factors

1.1 Techniques Used by the Teacher.

Direction: The following statements are about techniques that you use when teaching English to enhance students' English speaking skills. Please read each statement carefully and respond by putting a tick mark (v)in a column corresponding to your answer, to show how frequently you use them. Use the rating scales below. The responses range from "always to never "

1= always

3= sometimes

5= never

2= usually

4= rarely

| No | Items | Scale | | | | |
|----|--|-------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Questioning and answering | | | | | |
| 2 | Pairs or group discussion | | | | | |
| 3 | Conversation or dialogues | | | | | |
| 4 | Role play and drama | | | | | |
| 5 | Picture descriptions | | | | | |
| 6 | Panel discussion and debating | | | | | |
| 7 | Storytelling | | | | | |
| 8 | Peers interview | | | | | |
| 9 | Giving instruction on the given topic | | | | | |
| 10 | Listening to the script on the radio or video and report back to the class | | | | | |
| 11 | Daily or weekly individual or group presentation on the completed project | | | | | |

1.2 Strategies Used by the Teachers

Direction: The following statements are about strategies that you use in your teaching to enhance students' English speaking skills. Read them carefully and put a tick mark(v) in column corresponding to your answer, to show the degree to which you agree.

Use the measurement scale below. The response range from "strongly agree to strongly disagree".

1= strongly agree 2= agree 3=neither agree nor disagree 4= disagree 5= strongly disagree

| No | Items | Scales | | | | |
|----|--|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 12 | I allow students to ask me for mistakes or errors correction | | | | | |
| 13 | I present some pronunciation points in my speaking lesson to boost students' fluency and confidence in enhancing English speaking skills | | | | | |
| 14 | I use learner - centered approach | | | | | |
| 15 | I give less time to various speaking exercises | | | | | |
| 16 | I scold students for not speaking correctly | | | | | |

Part - II: Students Related factors

2.1. **Direction:** The following are about the role of your students that may obstacle their English speaking skills. Please indicate how frequently your students do them by putting a tick mark (✓) in column corresponding to your answer . Use the scale below.

The responses range from "always" to "never. "

| No | Items | Scales | | | | |
|----|---|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| | My students: | | | | | |
| 17 | Speak in English only inside the class room | | | | | |
| 18 | Can make a phone conversation in English | | | | | |
| 19 | Are actively participate in the class and like to present their group's ideas to the whole class in English | | | | | |
| 20 | Evaluate their own weaknesses and strengths in their learning and enhancing English speaking skills | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 21 | Watch and listen English TV and radio programs (BBC, CNN) hard talk, debating --- etc) as a model for enhancing English speaking skills and to help them build their English listening comprehension | | | | | |
|----|---|--|--|--|--|--|

2.2 Direction: Please read each of the statement carefully, they are about your students' role in enhancing English speaking skills. put a tick mark (v) in a column corresponding to your answer, to show the degree which you agree. Use the measurement scales below.

The responses range from "strongly agree to strongly disagree.

1= strongly agree 2= agree 3= neither agree nor disagree

4= Disagree 5 strongly disagree

| No | Items | Scales | | | | |
|----|---|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| | My students: | | | | | |
| 22 | Have less confidence in English speaking | | | | | |
| 23 | Have less motivation in learning English speaking | | | | | |
| 24 | Have high resentment towards the teachers who mistreat/ insult them | | | | | |
| 25 | Prefer to speak in mother tongue | | | | | |
| 26 | Have negative attitude towards the culture of the native speakers | | | | | |

| | | | |
|----|---|--|--|
| 28 | Do students have a good knowledge of English grammar that can let them construct errors free sentences when speaking? | | |
| 29 | Do students have a good knowledge of vocabulary that can let them to easily express their ideas when speaking? | | |

Part - III: Learning- Environment Related Factors

2.3 **Direction:** Please read the following statements carefully and response by putting a tick mark (√) in the column corresponding to your answer.

| No | Items | Alternatives | |
|----|---|--------------|----|
| | My students: | Yes | No |
| 27 | Do Students find it difficult to listen comprehend what other person says in English? | | |

Direction: The Following statement are about your learning environment , please read them carefully and response by putting a tick (√) mark in the column corresponding to your answer.

| No | Items | Alternatives | |
|----|--|--------------|----|
| | | Yes | No |
| 30 | Do you teach a class of more than (50) students? | | |
| 31 | Do you arrange or organize your class room in the way that facilitates students' English speaking skill? | | |
| 32 | Is your class room equipped with modern learning resources? | | |

Appendix -D

Interview Items for Teachers

The researcher of this study will conduct a research to investigate the strategies of the English teachers use to enhance students' English language speaking skills at Kuyera Secondary School. Your school is the place where this research is going to be conducted.

So, as a teacher of English language your response and valuable suggestions will be used for the purpose of the study and enhancing an ability of speaking skill.

Thank you in advance for your cooperation!

A Personal Information

Name of the School _____

Qualification _____

Field of specialization _____

Year of experience in teaching English _____

Service year in teaching _____

B. Interview

1 Which of the language skills do you think that your students have problems?

2. Do you perceive speaking skill to be difficult to your students?

3. Do you teach speaking skill activities as it is designed in the text book?

If yes how? _____

If no why? _____

4. How often do you let your students to learn and enhance English speaking through pairs, group discussion, dialogues, role play, pictures description, debating, storytelling, peer interview, and listening to the records on the radio or video and present the report back to the class?

If you do or do not state out the cases as much as possible please!

5. Some teachers supposed as they do not teach speaking skills, what do you think the effects of neglecting it?

6. What problems and challenges do you encounter in teaching speaking skills?

7. What are the problems that deter students from English speaking related to their role?

8. What are the problems hampering students' learning English skills that arise in relation to the learning- environment?

9. What are the material- related factors that affect students' learning and enhancing English speaking skills? _____

10. What are the appropriate opportunities for improving English speaking skills?

Appendix - E:

Classroom Observation Checklist

Factors in relation to the teachers, students, learning environment and resources used in the classroom.

1. Teachers Related Factor

Techniques Used by the Teachers

| No | Does the teacher use: | Observation Days | | | |
|----|--|------------------|----|-----------------|----|
| | | 1 st | | 2 nd | |
| | | Yes | No | Yes | No |
| 1 | Questioning and answering? | | | | |
| 2 | Pair or group discussion? | | | | |
| 3 | Dialogues? | | | | |
| 4 | Role playing? | | | | |
| 5 | Picture description? | | | | |
| 6 | Debating? | | | | |
| 7 | Story telling? | | | | |
| 8 | Peers interview? | | | | |
| 9 | Giving instruction on given topic? | | | | |
| 10 | Listening to the records on the radio or video and present report back to the class? | | | | |
| 11 | Daily or weekly individual or group presentation on completed project? | | | | |

Strategies Used by the Teacher

| No | Does the teacher: | Observation days | | | |
|----|---|------------------|----|-----------------|----|
| | | 1 st | | 2 nd | |
| | | Yes | No | Yes | No |
| 12 | Always students to ask for feedback for mistakes correction? | | | | |
| 13 | Presents some pronunciation points in speaking lesson to boost students' fluency and confidence in learning English speaking skills | | | | |
| 14 | Has a good speaking activities design | | | | |
| 15 | Uses learners-centered approach | | | | |
| 16 | Gives less time to various speaking exercises | | | | |
| 17 | Scold students for not speaking correctly or not having good English accent | | | | |

Students Related Factors

Strategies Used by the Students.

| No. | Does the Student: | Observation days | | | |
|-----|---|------------------|----|-----------------|----|
| | | 1 st | | 2 nd | |
| | | Yes | No | Yes | No |
| 18 | Speaks in English only inside the classroom | | | | |
| 19 | Makes phone conservation | | | | |
| 20 | Actively participates in the class like to present his /her group's ideas to the whole class in English | | | | |
| 21 | Evaluates his/her own weaknesses and strengths in learning English speaking skills. | | | | |

| | | | | | |
|----|---|--|--|--|--|
| 22 | Watches and listens to English TV and Radio programs (BBC, CNN, hard talks, debating ...etc) as a model for English speaking skills and to help me to build my English listening comprehension. | | | | |
|----|---|--|--|--|--|

The Strategies Used by the Students

| No | Does the student: | Observation days | | | |
|----|--|------------------|----|-----------------|----|
| | | 1 st | | 2 nd | |
| | | Yes | No | Yes | No |
| 23 | Has confidence in English Speaking | | | | |
| 24 | Motivated in learning English speaking because he/she has seen that it is advantageous | | | | |
| 25 | Has high resentment towards teacher who mistreat or insult him or her | | | | |
| 26 | Always prefers to speak in the mother tongue | | | | |
| 27 | Has negative attitude towards the culture of native speakers of English | | | | |

2.3 Role of the Students

| No | Does the student: | Observation days | | | |
|----|--|------------------|----|-----------------|----|
| | | 1 st | | 2 nd | |
| | | Yes | No | Yes | No |
| 28 | Finds it difficult to listen and comprehend what other person is saying in English? | | | | |
| 29 | Has a good knowledge of English grammar that leads him/her to express errors free sentences when speaking? | | | | |

| | | | | | |
|----|---|--|--|--|--|
| 30 | Has a good knowledge of English vocabulary that can lead him/her to express his/her ideas easily? | | | | |
|----|---|--|--|--|--|

3. Learning Environment-Classroom Organization

| No. | Are the following arrangements made in the classroom? | Observation days | | | |
|-----|---|------------------|----|-----------------|----|
| | | 1 st | | 2 nd | |
| | | Yes | No | Yes | No |
| 1 | Whole classroom seating arrangements | | | | |
| 2 | Group discussion seating arrangement | | | | |
| 3 | Pair discussion seating arrangement | | | | |