

Jimma University
College of Social Sciences and Humanities
Department of English Language and Literature
MA in TEFL Teaching English as a Foreign Language (TEFL)



The Practice of Teaching English Speaking skills:
Grazmach Pawlos Secondary School in Focus

By
Israel Getachew

A Thesis Submitted in Partial Fulfillment of the Requirements for
Master of Arts in TEFL

June 2015

**The Practice of Teaching English Speaking Skills: Grazmach
Pawlos Secondary School in Focus**

**By
Israel Getachew**

**A Thesis Submitted in Partial Fulfillment of the Requirements for
Master of Arts in TEFL**

**Department of English Language and Literature
College of Social Sciences and Humanities
Jimma University**

July, 2015

**Research Title: The Practice of Teaching English Speaking Skills: Grazmach Pawlos
Secondary School in Focus**

Declaration

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

Israel Getachew

Name

Signature

Date

Confirmation and Approval

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

Principal Advisor:

Temesgen Mereba (PhD)

Name

Signature

Date

Co-Advisor:

Demelash Mengistu (PhD)

Name

Signature

Date

Thesis Evaluators:

Name

Signature

Date

External Examiner :

Name

Signature

Date

Internal Examiner :

Name

Signature

Date

Chair Person :

Name

Signature

Date

Abstract

The main objective of this study is to investigate the classroom practice of teaching speaking skills in high schools, particularly in grade ten. The researcher focused mainly on the teachers' role, students' role, the techniques and procedures (strategies) used by the teachers, the activities, and the resources used to teach speaking skills in speaking classes. To gather information on the above main objectives various instruments were used. Those are students' questionnaire, classroom observation and teachers' interview. 106 students (respondents) are the sample of the questionnaire; the three English teachers are also the other sample for the interview. The data were categorized and descriptively analyzed. The findings revealed that inappropriate teaching speaking techniques and procedures were used in the mentioned grade level. Teachers were observed using the traditional way of teaching speaking which is dominated by reading model dialogues aloud asking and answering. There has been little or no time given for the current approach, teaching speaking techniques and activities. The consequences of inappropriate speaking practices use has resulted in the weak performance of the students in speaking. To that end, this research paper has recommendations that could bring about a change in the practice of teaching and learning speaking in the grade level studied so that current techniques and procedures of teaching speaking should be employed.

Acknowledgements

First and foremost, I would like to express my deep and heartfelt thanks to my M.A thesis Principal advisor, Dr. Temesgen Mereba for his knowledgeable advice and constructive comments that have shaped this thesis immeasurably.

I would like to extend my great gratitude to Dr. Demelash Mengistu, my thesis co-advisor, whose brilliant comments have always been very impressive. His intensive comments on each section of my proposal have been so indescribable that I could not forget them in my future academic career.

I would also like to express my great thanks to the sample schools' principal, Ato Asnake Debebe; English teachers and students who are the respondents of the questionnaire for their cooperation during data collection.

Moreover, I am greatly indebted to my beloved wife, Amelework G/Tsadik and my friends for their unreserved encouragement which helped for the accomplishment of my work.

Lastly not least, I am also thankful to the department of English and literature in Jimma University for their memorable hospitality and patience in working with us in facilitating everything through the whole summers.

Above all, my thanks go to the Almighty God.

Table of Contents

Contents	Page
Declaration.....	iii
Abstract.....	iv
Acknowledgements.....	v
Table of Contents.....	vi
List of tables.....	ix
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	2
1.3 Objective of the Study	3
1.3.1 Main Objective.....	3
1.3.2 Specific Objectives	3
1.4 Research Questions.....	4
1.5 Significance of the Study	4
1.6 Delimitation of the Study.....	4
1.7 Limitation of the Study	5
1.8 Conceptual Definitions of Key Terms	5
CHAPTER TWO	6
REVIEW OF RELATED LITERATURE	6
2.1 An Overview of Speaking Skills.....	6
2.2 The Role of Teachers in Teaching Speaking Skills	7
2.2.1 General Roles of Teachers	7
2.2.2 The Role of Using Appropriate Techniques	9
2.2.3 The Role of Teaching Speaking Strategies.....	12
2.2.4 The Role of Developing Speaking Activities.....	14
2.3 The Role of Students in Learning Speaking Skills	17
2.3.1 Learning Strategies	19
2.4 The Role of Teaching Learning Materials	21

CHAPTER THREE	23
RESEARCH DESIGN AND METHODOLOGY	23
3.1 Design of the study	23
3.2 The Setting and the participants of the Study	23
3.3 Study population and sampling.....	24
3.3.1 Study population	24
3.3.2 Sample size	24
3.3.3 Sampling Techniques.....	24
3.4 Data Collection Tools	25
3.4.1 Questionnaire	25
3.4.2 Classroom Observation.....	26
3.4.3 Interview	27
3.5. Data Collecting Procedure	27
3.6 Data analysis procedures.....	28
CHAPTER FOUR.....	29
FINDINGS AND DISCUSSION.....	29
4.1 FINDINGS.....	29
4.1.1 Teachers’ Role in Speaking Classes	30
4.1.2 Techniques used by the Teacher in Speaking Classes	35
4.1.3 Strategies used in Speaking Classes.....	40
4.1.4 Activities Developed by Teachers in Speaking Classes.....	44
4.1.5 Students’ Role in speaking Classes.....	51
4.1.6 Materials Used in Speaking Classes	56
4.2 DISCUSSION	58
4.2.1 Discussion Related to the teachers’ Role in Speaking Classes	58
4.2.2 Discussion Related to Techniques used by Teachers in Speaking Classes.....	60
4.2.3 Discussion Related to Teaching Strategy Used in Speaking Classes.....	60
4.1.4 Discussion Related to Activities used by Teachers in Speaking Classes.....	61
4.2.5 Discussion Related to Students’ Role in Speaking Classes	63
4.2.6 Discussion Related to Materials used in Speaking Classes.....	64
CHAPTER FIVE	65
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	65

5.1 Summary	65
5.2 Conclusions.....	68
5.3 Recommendations.....	70
Reference	72
Appendix A.....	77
Questionnaire for Students.....	77
Part I: Teacher’s Role in speaking classes	78
Part II: Techniques and Strategies Used by the Teacher.....	79
Part III: Activities Used for Developing Speaking Skills	81
Part IV: Student’s Role	82
Part V: Teaching materials (Resources) used for teaching speaking skills.....	83
Appendix-B.....	90
Classroom Observation Checklists	90
Appendix-C.....	96
Guided Interview for Grade 10 English Teachers.....	96

List of tables

Table 1: Students' Responses Related to General teachers' Role in Speaking Classes.....	30
Table 2: Observation Checklist for Identifying the Role of Teachers in Speaking Classes.....	33
Table 3: Students' Responses related to the kind of Techniques used by the Teachers.....	35
Table 4: Observation Checklist for Identifying Techniques used by Teachers in Speaking Classes.....	37
Table 5: Students' Responses Related to the Strategies used by the Teachers in Speaking Classes.....	39
Table 6: Observation Checklist for Identifying Strategies used by Teachers in Speaking Classes.....	41
Table 7: Students' Responses Related to Activities Used in Speaking Classes	43
Table 8: Observation Checklist for Identifying Activities Developed by Teachers in Speaking Classes.....	46
Table 9: Students' Responses Related to Students' role Implementation in Speaking Classes.....	50
Table 10: Observation Checklist for Identifying the Role of Students in Speaking Classes	53
Table 11: Students' Response Related to the kind of Materials Used in Speaking Classes.....	55
Table 12: Observation Checklist for Identifying the Materials Used in Speaking Classes.....	56

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The series consideration of speaking as a key skill on second/foreign language teaching-learning can be generally dated to the subsequent years of the Second World War when a few enthusiasts began to insist on its inclusion in foreign language teaching. But it is only during the last fifty years that this view has prevailed and become widely accepted (Brown, 1985).

Scholars who have seen the important role of speaking in foreign language teaching have pointed out that the written language alone could not give the necessary competence in a foreign language (Brown et al. 1984). Teachers, too, have begun to give recognition to the learning potential the speaking skill has and hence have started to assign a certain place for it in their class activities. In fact, this has been noted and determined by the pattern of speech roles that the speaking skills set up, that is, as Haliday, (1990) underlines it is quicker and more effective to check whether a student knows the answer by asking a question orally in class than setting written test every time.

It is interesting to note that speaking, though viewed by some people even today as a skill desirable in it, its role as essential equipment for learning other things is prized more greatly, and is getting the attention of researchers (Jones, 1993). It is believed by many scholars to be the most natural way of learning a new language (Rivers, 1989). At the same time, from the teachers' practical activities and the research studies conducted concerning its importance and place in language teaching-learning, it has come to be understood as a vehicle of language learning through which much language is learnt (Bygate, 1993).

Generally, speaking is a means of socializing oneself with others in and outside the classroom (Richards, 1989; Brown et al. 1984), and internalizing pronunciation, stress and intonation of students' language (Rivers 1988; Oxford 1990). Hence, since it is central to classroom education and almost everything goes through it, teachers and researchers in language teaching/learning insist that putting a great effort is necessary to develop speaking competence (Brown et al. 1984).

Carmon (2008) also indicated: "Effective command over spoken English is a basic requirement to any real success in life- is it personal, professional and social". However, as far as my long years English Language teaching experiences and observation is concerned, almost there is no that much improvement of speaking skills in our country especially among secondary level students.

That means, students' English language speaking skills are not almost enhanced, or further improved as it was expected due to the fact that lack of the right usage of strategies, techniques, classroom setting, teaching materials, etc, for teaching the speaking skills.

1.2 Statement of the Problem

Teaching speaking is a very important part of language teaching, since it enhances communicative efficiency. Just like the other skills, it has its own goals. To achieve these goals, teachers need to use appropriate techniques and procedures in speaking classes. Nunan (1991) confirms that it is important to have a clear understanding and a firm grasp of the wide range of techniques and procedures through which the oral skills can be developed. He recommends that these techniques and procedures are a way of accommodating language learning to the unfavorable environment of the classroom. Learners should be able to make themselves comprehended, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar or vocabulary, and to observe the social and cultural rules that apply in each communication situations.

However, the researcher of this study has recognized students who have faced difficulty even after completing high school in using speaking skills for real communication. They are, rather, forced to use their first language instead. From his personal experience, the researcher feels that the problem is also common among some college and university students in his area. He believes that students' poor performance might result from ineffective teaching.

Even though research has been conducted on the teaching of speaking skills internationally, a few has been done in our country. For example, Fasil (1992) and Tsegaye (1995) have conducted research on speaking strategies employed by secondary schools and college students respectively. Taye (2008) and Tesfaye (2007) studied how oral skills are taught. Taye made a comparative study of televised and non-televised speaking skills teaching techniques. But Tesfaye conducted research on communication strategies utilized by Omo TTI teachers in oral production of English. However, none of these studies has revealed what the classroom practice of teaching speaking skills is like. Therefore, the researcher believes that this area merits attention and should be researched.

1.3 Objective of the Study

1.3.1 Main Objective

The general objective of the research is to investigate the classroom practice of teaching English speaking skills.

1.3.2 Specific Objectives

The specific objectives of this study are:

- to look in to the general roles of English teachers in speaking classes,
- to look in to the techniques used by teachers to teach speaking skills,
- to look in to the strategies used by teachers to teach speaking skills,
- to identify what activities teachers use in teaching speaking classes,
- to look in to the roles of the students in speaking classes, and
- to identify the kind of materials teachers use to teach speaking skills

1.4 Research Questions

The following basic questions are expected to be answered in the course of the study.

1. What roles do teachers play in speaking classes?
2. What techniques do teachers use in speaking classes?
3. What strategies do teachers use in speaking classes?
4. What activities do teachers use (develop) in speaking classes?
5. What roles do students play in speaking classes?
6. What teaching materials (resources) do they use to develop activities?

1.5 Significance of the Study

The findings of this study are hoped to have the following contributions:

- It can raise teachers' awareness of using appropriate techniques and strategies to teach speaking skills;
- It might provide valuable insight into the learners on what role they have to play in order to facilitate their learning;
- It may give clues to administrators and supervisors on how to assist teaching speaking skills;
- It may serve policy makers and curriculum designers;
- It may also give hints to the school communities on the importance of giving necessary support to teaching and learning speaking skills because the researcher plans to put a copy of the study in the library.

1.6 Delimitation of the Study

This study was conducted at Grazmach Pawlos Secondary school which is found in S/N/N/P/R, Kaffa Zone, Bonga town. The study focuses on grade ten levels in the school. The school was chosen due to its geographical proximity to the researcher. The other reason is that it is one of the governmental schools where the researcher assumes the problem prevails.

1.7 Limitation of the Study

The researcher believes that the study had come up with more generalizable results if it included many schools throughout the country. However, due to factors such as distance, time and financial constraints, the researcher was forced to limit on investigating the practice of speaking skills on Grazmach Pawlos Secondary School, in Kaffa Zone. For this reason, it may affect the quality of the study and could make difficult to generalize the results in the country level.

1.8 Conceptual Definitions of Key Terms

The following words are frequently used in this thesis. The words seem similar though they have their own meaning. To make their meaning clear the researcher preferred to define them as follows:

Technique- is implementational activity which teachers use within a given method. It is a Particular track, stratagem or contrivance used to accomplish an immediate objective (Anthony 1963: 63).

Approach- is a set of correlative assumptions dealing with the nature of language teaching and learning. It is axiomatic. It describes the nature of the subject matter to be taught (Anthony 1963: 63).

Method- is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. A method is procedural (Anthony 1963: 63).

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

Presentation- the stage when a teacher introduces something new to be learned (Nunan 1991:2).

Practice- the stage when a teacher allows learners to work under the direction of him/her (Nunan 1991:2).

Production- the stage teachers give the learners opportunities to work on their own (Nunan 1991:2).

Setting-the way a classroom is organized (individual, pair, small group, large group or whole class, Nunan, 1991).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This review of related literature to the topic under study provides a theoretical background on the concept of teaching speaking skills. The role of the teacher, the teaching techniques and strategies, the activities developed by teachers, the role of the students, the resources used to teach speaking skills and the settings will be discussed in this chapter.

2.1 An Overview of Speaking Skills

In the history of language teaching, the main concern was in the study of the written language. However, speaking a language plays a major role in the interaction of teacher- students or students- students. Speaking is very important not only in classroom interaction, but also for communication outside of class. In order to do so, speaking skill should be the focus of attention in the teaching of the language.

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

Jone (1993) suggested that speaking a foreign language correctly is perhaps the most difficult of all skills. When speaking, not only is the speaker required to put words together in an understandable way, but also he/she speaks the words in an intelligible fashion. Moreover, for example, conversing with someone, there is no time to think about the words or to look them up in dictionary. On the other hand, in writing, there could be perhaps enough time to think about and look up the words and expressions in other references and also at the same time, there could be time and chance for second thoughts and for going through what has been put (written) again and again.

However, Haliday (1990) revealed that the spoken language is the most difficult compared to the other skills, has been given little or no recognition in educational thinking and certainly it has not been considered as a vehicle of learning. Bygate (1993) also stated that speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted, and/or also due to the fact that speaking is transient and improvised, and therefore be viewed as facile, superficial, or glib.

Speaking is a means of increasing the students' confidence, building a warm, uninhibited, confident, sympathetic relationship among the students and between the teacher and students. It is a means by which the students can see the practical and tangible value or use of the language as they speak and interact through it (Rivers 1985; Brown et al. 1989). It gives life to the classroom teaching learning process.

2.2 The Role of Teachers in Teaching Speaking Skills

2.2.1 General Roles of Teachers

Learner responsibility can develop if teachers allow more room for learner involvement (Scharle and Szabo, 2000). In autonomous learning, the teacher is a facilitator of learning, an organizer of learning opportunities, a resource person providing learners with feedback and encouragement, and a creator of the learning atmosphere and a learning space (Kohonen, et al, 2001).

Nunan (1991) suggests that a number of factors should be considered in order to develop the speaking skills. He emphasizes the consideration of the size of the class, the arrangement of the classroom and the number of hours available for teaching the language. In addition to this he has written the role of the teacher as follows:

“...What, then, is your role as a language teacher in the classroom? In the first place your task, like that of any other teacher, is to create the best condition for learning. In a sense, then, you are a means to an end; an instrument to see that learning takes place. But, in addition to this general function, you have specific roles to play at different stages of the learning process (Nunan 1991: 1)”.

Furthermore, Nunan (Ibid) writes the role of the teacher at the presentation stage as informant-selecting the new material to be learned and presenting this in such a way that the meaning of the new language is as clear and memorable as possible. The role of the learners in this stage is listening and trying to understand. He mentioned that the teacher is the center of the stage, presenting the new language item systematically in an attractive way. He also warns not to spend too much time presenting.

At the practice stage, he assigns the teacher as the conductor and monitor. To him, at this stage it is the students who do most of the talking. The teacher's role is to devise and provide the maximum amount of practice (which is meaningful and memorable). The teacher is there to monitor the performance of the learners.

According to Nunan (Ibid) the role of the teacher at the production stage is to act as manager and guide/adviser. He has written his comment as follows:

... no real learning should be assumed to have taken place until the students are able to use the language for themselves, and unless opportunities are available for them to do outside the classroom, provision must be made as part of the lesson. At any level of attainment from elementary to advanced, the students need to be given regular and frequent opportunities to use language freely.. Thus, in providing the students with activities for free expression and in discreetly watching over them as they carry them out, you take on the role of manager and guide.(Nunan, 1991, p.2)

Another important role cited by Nunan (Ibid) is motivation. He suggests that a teacher should motivate his students, arouse their interest and involve them in what they are doing. To do so, he mentioned some key factors that the teacher should do-the teacher's performance: his mastery of teaching skills, often dependent on careful preparation, his selection and presentations of topics and activities and his own personality (which language teaching must be flexible enough to allow him to be both authoritative and friendly at the same time).

Richards and Rodgers (1986) point out that teacher's roles are related to the following issues:

- The types of functions teachers are expected to fulfill, e.g. whether that of practice director, counselor or model.
- The degree of control the teacher has over how learning takes place.
- The degree to which the teacher is responsible for content.
- The interaction patterns that develop between teachers and learners.

According to Breen and Candling (1980), the teacher has three main roles in the communicative classroom. The first is to act as facilitator of the communicative process; the second is to act as an observer and learner. The third is he acts as a manager.

Nunan (1989) suggested the role of the teacher in terms of interactional patterns the teacher plays the part of ringmaster when he asks the questions (most of which are 'display' questions which require the learners to provide answers which the teacher already knows). But in the other kind of interaction, the learners have a much more active role. They communicate directly with each other, rather than exclusively with the teacher as in the first case and one student is allowed to take on the role of provider of content. During the interaction it is the learner who is the 'expert' and the teacher who is the 'learner' or follower.

From all mentioned above, one can understand that the main concern of language teachers in the class is developing the ability of the students to use language for a variety of communicative purposes. In doing so, a teacher is expected to act as an informant, conductor, monitor, manager, guide/advisor, motivator, learner or follower.

2.2.2 The Role of Using Appropriate Techniques

To develop students speaking skills, the techniques and strategies employed by teachers are the important factors to be considered. Nunan, (1991), states that it is important to have a clear understanding about the wide range of techniques and procedures through which oral ability can be developed.

Elicitation Techniques

Underhill (1987) has identified twenty different elicitation techniques to teach speaking skills. Discussion, oral report, learner-learner joint discussion, role play, interview and learn-learner description/ re-creation are interesting techniques to be used by teachers to develop speaking skills. In addition to the above mentioned techniques, one can also use form filling, appropriate response, question and answer, picture stories, instructions, retelling stories, and translation to teach speaking skills. Lastly, Underhill (ibid) suggests the systematic use of dialogues, sentence correction and reading aloud as alternative teaching techniques to elicit speaking.

In addition to the above mentioned techniques, one can also use form filling, appropriate response, question and answer, picture stories, instructions, retelling stories, and translation to teach speaking skills. Lastly, Underhill (ibid) suggests the systematic use of dialogues, sentence correction and reading aloud as alternative teaching techniques to elicit speaking.

Techniques of Integrating Speaking with Other Skills

In integrated skills teaching/learning process, language skills should be sequenced and chained/unified within a frame work of a lesson or sequence of lesson (Atkins, Hailom & Nuru, 1996; Byrne in Johnson & Morrow, 1981). There are different ways of unifying language skills around a common topic or task in lesson(s). However, according to Bill and Gower, cited in Tomilison (1998) and Mcdonough and Shaw (2003), the common and convenient skill integration pattern in a unit and lesson(s) is from receptive skills (listening and reading) to productive skills (Writing and speaking).

Burgess (1994) also suggests the receptive to productive skills pattern of skills integration to be the 'best' method to unify skills. He says:

...Skills can best be integrated in a model where practice of receptive skills of listening and reading leads into practice of the productive ones of speaking and writing. Such integration can be achieved through the use of a body of information the learners read or listen to, a discourse expressing the body of information and later reproduce at least some of its content in spoken and/or written language. (Burgess, 1994, p. 309)

Accordingly, skills can be integrated around a topic in a lesson and taught in classroom in such a way that first, a listening passage may be provided for students. Then, the students may be asked to discuss the major issues in the listening text after they perform listening task(s). After this, the students may be asked to read an article which relates with the listening text they heard in the classroom and take a short note. In this way, and in many other instances, students could learn two or more language skills in a lesson or sequence of lessons (Byrne, in Johnson & Morrow, 1981).

On the other hand, a task may be used as a nucleus around which language skills could be organized in lesson(s) and taught in classroom. A jigsaw task, for instance, could be used to chain skills in lesson and teach in a classroom in such a way that first students could be asked to read disordered paragraphs and arrange them in their correct order. Then the students might be asked to discuss whether they accept the views in the passage or not. After this, the students could be asked to write a similar passage to the passage they discussed. In this way, it is possible to unify speaking with other two or more skills at a time (Nunan, 1989; Parrott, 1993).

Consequently, English language teachers play crucial roles in helping students deal with the skills integration process. They should organize students into different groups and/or pairs, monitor students' involvement in skills learning process, advise students, participate in students group/pair discussion, if it is necessary, and so forth (Harmer, 1991, 2001; Edge, 1993; Hedge, 2000; Nolasco & Arthur, 1988; Oxford, 2001; Richard & Rodgers, 2001; Wright, 1989).

English language teachers are also responsible for planning, implementing and evaluating appropriate lesson(s) which reflect(s) integrated skills teaching. They are also responsible for adapting existing material(s) for integrated-skills teaching purpose, if it is necessary (Nolasco & Arthur, 1988; Oxford, 2001). In integrated skills teaching process, Oxford (2001) further advises English language teachers to identify the various ways of integrating language skills in a classroom, evaluate the extent to which skills are interdependently taught, choose and use appropriate teaching aids that promote the integrated teaching of language skills and teach language learning strategies that could enhance the performance in multiple skills.

Errors and Mistakes

According to Parrott (1993), teachers can respond to learners' errors and mistakes in a number of ways as teaching speaking skills is concerned. Some of the techniques used to do this are listed below.

- ❖ Teachers can stop the student and either:
 - invite him to correct himself;
 - promote him to correct himself by indicating the nature of the error or mistake or where it was in the sentence;
 - encourage other students to supply a 'correction';
 - Supply a 'correction' himself.
- ❖ They can make a note of the error or mistake and draw attention to it at a later stage individually or with the whole class.
- ❖ They can choose not to respond.

As the decision about how to respond to the students' errors and mistakes is concerned, there are factors teachers need to take into account, Parrott (Ibid).

- ❖ The student's purpose in speaking (was he concentrating on accuracy or on fluency?).
- ❖ The nature of the error or mistake (is this something the learner can correct himself?).
- ❖ The personality of the student (is he confident?).
- ❖ The ability of the student (is accuracy a priority for him?).
- ❖ The ease with which the error or mistake can be corrected Parrott (1993)

2.2.3 The Role of Teaching Speaking Strategies

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective teachers teach students speaking strategies: using minimal responses, recognizing scripts and using language to talk about language... that they can use to help themselves expand their knowledge of the language and their confidence in using it. These teachers help students learn to speak so that the students can use speaking to learn (Kohonen, et al, 2001).

The language teacher aiming at training his students in using language learning strategies should learn about the students, their interests, motivations, and learning styles. The teacher can learn what language learning strategies students already appear to be using, observing their behavior in class. Do they ask for clarification, verification or correction? Do they cooperate with their peers or seem to have much contact outside of class with proficient foreign language users? Besides observing their behavior in class, the teachers can prepare a short questionnaire so that students can fill in at the beginning of a course to describe themselves and their language learning. Thus, the teacher can learn the purpose of their learning a language, their favorite/least favorite kinds of class activities, and the reason why they learn a language. The teacher can have adequate knowledge about the students, their goals, motivations, language learning strategies, and their understanding of the course to be taught (Lessard-Clouston, 1997).

It is a fact that each learner within the same classroom may have different learning styles and varied awareness of the use of strategies. The teacher cannot attribute importance to only one group and support the analytical approach or only give input by using the auditory mode. The language teacher should, therefore, provide a wide range of learning strategies in order to meet the needs and expectations of his students possessing different learning styles, motivations, strategy preferences, etc. Therefore, it can be stated that the most important teacher role in foreign language teaching is the provision of a range of tasks to match varied learning styles (Hall, 1997).

In addition to the students, the language teacher should also analyze his textbook to see whether the textbook already includes language learning strategies or language learning strategies training. The language teacher should look for new texts or other teaching materials if language learning strategies are not already included within his materials (Hall, Ibid). The language teacher should also study his own teaching method and overall classroom style. Analyzing his lesson plans, the language teacher can determine whether his lesson plans give learners chance to use a variety of learning styles and strategies or not (Lessard-Clouston 1997).

The range of strategies can be seen in the following list from Rubin and Thompson's (1982).

- Helping learners discover what ways of learning work best for them.
- Experimenting with different ways of creating and using language.
- Helping learners keep on talking and understand the general gist of texts, rather than every language item of them.
- Helping learners ask for error correction and help, and learn from the error they will make.
- Helping learners make comparisons with what they know about their own mother tongue, as well as building on what they have already learned in the new language, both in terms of formal rules and conventions for language use.
- Helping learners realize the relationships that exist between words, sounds, and structures, developing their capacity to guess and infer knowledge and out-of-class experience.
- Helping learners not to be so much concerned with accuracy that they do not develop the capacity to be fluent.

2.2.4 The Role of Developing Speaking Activities

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question (Nunan 1991).

In contrast, as cited in Parrott (1993), the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding (Parrott 1993).

Nunan, Harmer and Penny (1991); Parrott (1993); Stern (1983) and Brown (1980) have indicated that teachers need to incorporate a purpose and an information gap and allow for multiple forms of expression to create classroom speaking activities that will develop communicative competence. They emphasize that teachers need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Different language scholars propose different activity types. Prabhu (1987) for example, proposed three different activity types in the Bangalore project. These are:

- Information gap activity, which involves a transfer of given information from one person to another, from one form to another, or from one place to another—generally calling for the decoding or encoding of information from or into language.
- Reasoning-gap activity, which involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationship or patterns.
- Opinion-gap activity, which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation.

Clark (1987) proposes seven broad communicative activity types based on the communicative goal. He suggests, language programs, should enable learners to:

- Solve problems through social interaction with others.
- Establish and maintain relationships and discuss topics of interest through the exchange of information, ideas, opinions, attitudes, feelings, experiences and plans.
- Search for specific information for some given purpose, process it, and use it in some way.
- Listen to or read information, process it, and use it in some way.
- Give information in spoken or written form on the basis of personal experience.
- listen to, read or view a story, poem, feature etc and perhaps respond to it personally in some way (for example, read a story and discuss it)
- Create an imaginative text

Pattison (1987) also proposes seven activity types. These include questions and answers, dialogues and role plays, matching activities, communication strategies, pictures and picture stories, puzzles and problems, discussions and decisions. The Clark and Pattison typologies are quite different. Clark focuses on the sorts of uses to which we put language in the real world, while Pattison has a much more pedagogic focus.

Parrott (1993) has identified nine various activity types designed to help learners develop their oral fluency.

- Information gap-activities: students share ideas from each other through group work.
- Ranking activities: students are given a possible list of something so that they are asked to put in order through group discussion.
- Jigsaw activities: students work in groups. Each student in the group has different section of a text. Without showing the material to each other they have to decide on the order in which the sections occurred in the original and pool their knowledge to answer general questions about the text.
- Guessing activities: students work in small groups, one of the students in the group is given a situation. The other students have to discover the situation given to the student by asking questions to which the answer is 'yes' or 'no'.
- Problem-solving activities: the students work in groups. One of the students in the group is given a bizarre story and an explanation of the background. The students tell the rest of the group the story. The other students ask questions to try to discover the background.
- Role-play: are activities in which the learners play parts.
- Group discussion: are activities in which the learners discuss and come up with the result (reach up on the consensus).
- Project-based activities: are activities to perform certain tasks in order to use the language through them.
- Prepared monologues: In these kinds of activities each student is asked to prepare to talk about a hobby or personal interests for two to three minutes.

Parrott (Ibid) recommends that teachers can use a balanced activities approach that combines language input (teachers talk, listening activities, reading passages, and language heard and read outside the class), structured output (which focuses on correct form), and communicative output (in which the main purpose is to complete a task) to help students develop communicative efficiency in speaking. According to Parrott (Ibid), two common kinds of structured output activities are information gap and jigsaw activities. In both these type of activities, students complete a task by obtaining missing information-a feature the activities have in common with real communication.

Communicative output activities allow students to practice using all of the language they know in situation that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. Parrott (Ibid) cited that the most common types of communicative output activity are role plays and discussions.

2.3 The Role of Students in Learning Speaking Skills

Besides the teacher's role, students play a great role in assigning teaching speaking skills. They are expected to participate in teaching-learning process in different ways. One of the most important outcomes of the movement towards more communicatively oriented language learning and teaching has been the enhancement of the role of the learner in the language learning process (Wenden, 1991). Cotterall and Crabbe (1999) believe that in formal educational contexts the most successful learners are autonomous (they accept responsibility for their learning; they constantly reflect on what they are learning, why they are learning, and with what degree of success of learning).

Scharle and Szabo (2000) point out those autonomous learners are those who accept the idea that their own efforts are crucial to progress in learning language and behave accordingly. When doing their homework, or answering a question in class, they are not aspiring to please the teacher, or to get a good mark. They are simply making an effort in order to learn something. They are willing to cooperate with the teacher and other in the learning group for every one's benefit (Ibid).

Hedge (2000) agrees that an autonomous learner is one who is self motivated, one who takes the initiatives, one who has a clear idea of what he/she wants to learn and one who has his/her own plan for pursuing and achieving his goal. She also characterized autonomous learners as those who:

- Know their needs and work productively with the teacher towards the achievement of their objectives.
- Learn both inside and outside the classroom.
- Can take classroom based material and can build on it.
- Know how to use resources independently.
- Adjust their learning strategies when necessary to improve learning.
- Manage and divide the time in learning properly.

Within the context of education, Wenden (1991) also characterized autonomous learners as those who are motivated to learn, good guessers, choosing material, methods and tasks, selecting the criteria for evaluation, taking an active approach to the task and willing to take risks (Wenden 1991).

Furthermore, Dickinson (1995) characterizes autonomous learners those who have the capacity for being active and independent in the learning process; they can identify goals; formulate their own goals, and can change goals to suit their own learning needs and interests; they are able to use learning strategies, and monitor their own learning.

Kohonen et al. (2001) insists that learners need to develop the following kinds of capacities:

Confidence: sense of control and mastery of one's body, behavior and the world.

Curiosity: desire to find out about things.

Intentionality: capacity to work with persistence and develop a sense of competence.

Self-control: ability to modulate and control one's action appropriately.

Relatedness: ability to engage with others.

Communication: ability to exchange idea, feelings and experiences with others developing trusts in others.

Cooperation: balancing one's needs with those of others in group situations.

However, Harmer (2001) suggests students will never learn a language unless they aim to learn outside as well as during class time. This is because language learning is too complex to learn in a classroom. Besides, she claims that to compensate for the limits of classroom time and to counter the problem of learning language, students need to develop their own learning strategies so that as far as possible they have to be autonomous learners. To develop their autonomy, teachers need to facilitate learners to increase their self understanding and awareness of themselves (Kohonen et al, 2001).

2.3.1 Learning Strategies

Many researchers have defined the term language learning strategy. Richards and Platt (1992) define it as "... intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information" (p.209). Wenden (1991) further defines it as, "mental steps or operations that learners use to learn a new language and to regulate their efforts to do so." These definitions inform us that learning strategies are essential in learning language. Therefore, learners have to be trained on how to use them to be autonomous. Cohen (2007) notes that; the most effective way to improve learner awareness is to provide strategies as part of the foreign language curriculum. Recent research findings have shown that language strategies have an important role in making language use. They assist learners to grow into a more skillful and more capable of self directed learning (Wenden & Rubin 1987, O'Malley & Chamot 1990; Oxford, 1990). Besides, Wenden (1991) claims learning strategies are a type of learner training content that need to be incorporated in lesson plans to foster learner autonomy. Many scholars (Wenden & Rubin, 1987; O'Malley & Chamot, 1990; Oxford, 1990; Stern, 1992; Ellis, 1994, etc) have classified language-learning strategies. However, most of these attempts to classify language-learning strategies reflect more or less the same categorizations of learning strategies without any radical changes.

Hedge (2000) puts forward four types of learning strategies used by good language learners. These are:

Cognitive Strategies

Hedge (2000) defines cognitive strategies as “thought processes used directly in learning which enable learners to deal with the information presented in tasks and materials by working on it in different ways”. They operate directly on incoming information, manipulating it in ways that enhance learning (O’Malley & Chamot, 1990). Cognitive strategies include repetition, resourcing, grouping, note taking, deduction induction, substitution, elaboration, summarization, translation, transfer and inference.

Metacognitive Strategies

Metacognitive strategies involve planning for learning, thinking about learning and how to make it effective, self monitoring during learning, and evaluation of how successful learning has been after working on language in some way (Hedge, 2000). In addition, Wenden (1991) states “metacognitive knowledge include all facts learners acquire about their own cognitive processes as they are applied and used to gain knowledge and acquire skills in varied situations”.

Socio-Affective Strategies

According to Oxford (as cited in Williams & Burden, 1997), “affective strategies, are concerned with the learner’s emotional requirements such as confidence, while social strategies lead to increased interaction with the target language” (p. 152). In other words, Hedge (2000) confirms that socio-affective strategies are those, which provide learners with opportunities for practice. For example, it includes initiating conversations with native speakers, using other people as informants about the language, collaborating on tasks, listening to the radio or watching TV program in the language or spending extra time in the language laboratory (Ibid). They are related with social mediating activity and transacting with others.

Some of the strategies are:

- Questioning for clarification: asking for explanations, verification, rephrasing, or examples about the material; asking for clarification or verification about the task; posing questions to the self.
- Cooperation: working together with peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.
- Self-talk: reducing anxiety by using mental techniques that make one feel competent to do the learning task.
- Self-reinforcement: providing personal motivation by arranging reward for one self when a language activity has been successfully completed.

Communication Strategies

This category is sometimes included in the framework of learner strategies. When learners use gesture, mime, synonym, paraphrases, and cognate words from their first language to make themselves understood and to maintain a conversation, despite the gaps in their knowledge of the second language, they are using communication strategies (Hedge, 2000). The value of these is that they keep learners involved in conversations through which they practice the language.

2.4 The Role of Teaching Learning Materials

Teaching materials play a crucial role in teaching-learning. For example, course books/text books can provide detailed specifications of content; give guidance to teachers on both the intensity of coverage and amount of attention demanded by particular content or pedagogical tasks.

According to Richards and Rodgers (1986) the primary goal of material is to make classroom activities as meaningful as possible by supplying the extra linguistic context that helps the learner to understand and thereby to acquire, by relating classroom activities to the real world, and by fostering real communication among the learners. McDonough and Shaw (1993) also suggest about the need on the institutions and the specific program for which the material is

intended. This would include level within the educational system, time available, class size, physical environment, additional resources available (cassette recorder, video recorder, overhead projector, models, diagrams, charts, flash cards, wall charts etc.). Brumfit (1979) argues that although textbooks can help teachers, many of them don't and that even the best textbooks take away initiative from teachers by implying that there is somewhere an 'expert' who can solve problems for the teacher and individual students on teacher dependence and the deskilling effect of course books. The answer, Brumfit suggests, lies in resource packs, sets of materials with advice to teacher on how to adapt and modify the contents (1979). This idea is developed by Allwright (1981), who demonstrates convincingly by reference to goals, content, method and guidance that the management of language learning is far too complex to be satisfactorily catered for by a pre-packaged set of decisions embodied in teaching materials (Allwright 1981). Cunningsworth (1979), and Hutchinson and Torres (1994) take the same view as Brumfit that a course book is a convenient aid. Their view is that teachers must use their judgment in deciding which parts of the books to use and how to use them.

Acklam (1994) claims that the needs of a specific class of learners can never be perfectly met by a single course book, even when the course book has been carefully designed to cater for the needs of learner in that context. He suggests supplementation which means adding something new, stems primarily from the recognition of a deficit: it is an attempt to bridge the gaps between the course book and the demands of a public examination, or a course book and students needs. He recommends a number of ads-on (cassettes, workbook, reader, and so on) in the case of deficit. As mentioned in Acklam (Ibid) a teacher needs to check if there is enough pronunciation work, enough authentic listening material and variety, enough speaking and variety of speaking activities. Above all, he/she is expected to identify whether there are a good variety of freer practice activities.

From all mentioned so far, we can understand that a teacher is responsible for adapting the textbook according to the learners' need, interest, and knowledge and language skills.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Design of the study

As it has been discussed briefly in Chapter One, the main purpose of this study is to investigate the practice of teaching English speaking skills at Grazmach Pawlos Secondary School, in Kaffa Zone, at grade 10 level. So in this chapter, the selection of school, the study population and sampling, the source of data and how they were selected, the research instruments and how they were administered, the procedures follow to collect the data and the procedures how to give analysis for the collected data will be presented.

3.2 The Setting and the participants of the Study

Selection of School

In Kaffa Zone, there are eleven secondary schools. Among those schools, Grazmach Pawlos Secondary school was selected for this study. It is one of the two high schools which are found in Bonga town, Kaffa Zone, in S/N/N/P/R/S (South Nations and Nationality People's Regional State). This school was chosen in order to obtain relevant information since the researcher has taught English in Grade 10 for five years in this school. So he has full information about the schools, and also conducting research is a hard work and time taking process as compared to other activities to be carried out by a summer in-service student.

3.3 Study population and sampling

3.3.1 Study population

In order to conduct this study, a sample of secondary school, grade 10 students who have registered in 2014/15 (2007 E.C.) academic year were selected as participants. According to a statistic obtained from the sample school in the year 2014/15, 318 males and 214 females (totally, 532) students set in eight sections in grade 10. On the other hand, four English teachers who were teaching in grade 10 are the population of the study and/or the main source of data.

3.3.2 Sample size

From the total number of students (532) who were learning in the school, the researcher took 20% as a sample population. It means, 64 males and 42 females (totally, 106) were the actual sample of the study. Subsequently, in order to identify representative students to be taken from each section, the researcher calculated the number of sections available in the school. Afterwards, representative students were selected randomly for each section from the sample size mentioned above. That is to mean, the researcher divided the total number of sample size which mentioned above 106 students by 8 sections and about 13 students were taken from each class (8 males and 5 females).

3.3.3 Sampling Techniques

The sampling technique that the researcher used in this research is Simple Random Sampling. The reason the researcher preferred the SRS technique is due to the following three facts. Firstly, each member of the population under study should have an equal chance to be selected. Secondly, the probability of a member of the population to be selected will not be affected by the selection of other members within the population. Thirdly, each selection was completely independent of the next when drawing out the names / codes that represent each member in the

entire population. However, the simple random sampling (SRS) technique did not function for teacher respondents because they were few in number and it was possible to include all of the four English language teachers (who are teaching in grade 10) except the researcher as they are in this research.

3.4 Data Collection Tools

In this study, both qualitative and quantitative research methods were employed. Besides, the instruments used for data collection were three: questionnaire, structured interview, and classroom observation. Questionnaire was used only for student respondents. Classroom observation was used to observe the actual practice of teaching speaking in speaking classes, and also interview for only for teachers. In this study, one of the main tools designed to be used for data collection was observation checklist. Observation can help to notice and describe both the students and teachers non-verbal language, such as eye and head movements, smiles and eye contacts as well as verbal linguistic behaviors-what they actually say and interact in speaking classes. Subsequently, each instrument is thoroughly discussed as follows:

3.4.1 Questionnaire

In order to get the relevant data about the major practices of teaching speaking skill in English language classroom, student's questionnaires were prepared. Close ended and open-ended questions were designed and distributed to the students.

The students' questionnaire was designed in English but translated in Amharic as it is assumed that the students are more proficient in Amharic than they are in English. This was purposely done to avoid the problems of language barrier.

The students' questionnaire has five major parts which are closed and open-ended. The first part, consisting of items, focuses on the roles of English teachers in developing speaking skills. The second part, consisting of items, focuses on techniques which are used for teaching speaking

skills. The third part, consisting of items, focuses on strategies which are used for teaching speaking skills. The fourth part, consisting of the items, focuses on activities which are used in English classes. The fifth part, consisting of items, focuses on the role of the learners in speaking classes. The last/six part of the student's questionnaire; consisting of items, focus on teaching materials (resources) which are used for teaching speaking skills in English classes. Generally, the main objectives of the study focused on investigating the practice of teaching speaking skills in speaking classes.

3.4.2 Classroom Observation

Observation was also another instrument to collect data in this study. Observation is a purposeful, systematic and selective ways of watching and listening to an interaction of students and teacher in the class as it takes place.

To obtain the intended information, three grade 10 sections were observed. Each class was observed four times in speaking classes. The observation was limited in class because of shortage of time. The four classes were chosen in simple random selection method (lottery method). The researcher scheduled the observation time schedule with the department of English. For this purpose, he designed the observation check list which is used to assess:

- teacher's role in English classes,
- techniques used by the teachers,
- strategies used by the teachers,
- activities in the actual speaking classes.
- student's role English classes, and
- materials used in the classroom.

The researcher had observation checklist by the time he entered each speaking class for observation in order to answer different which were categorized under the above main parts of the checklists.

3.4.3 Interview

The interview is comparatively the most effective instrument to collect accurate data. It is quite effective in giving information about person's perceptions, beliefs, feelings, motivations, past and current behaviors.

The function of interview in this study is to cross check the responses which were given by the students in the questionnaires and observation. The combination of responses which were got from the students' questionnaire, classroom observation and teachers' interview were believed to enrich the required data.

The researcher designed structured interview questions to the three English teachers, who were teaching in grade 10, in order to get teachers' personal views about the implementation of teaching speaking skills in class, the materials which are used in speaking class and their role.

3.5. Data Collecting Procedure

The students' questionnaire, classroom observation checklists and the teachers' interview guide were designed based on the objective(s) of the study, the research questions and also based on the review of related literature.

Before administering the students' questionnaire, it was piloted on the small group of students in the other school (in Bishaw W/ Yohannes secondary school) in the town. After the pilot study was completed, it was reviewed and corrected. Then, before the student-respondents sampled from the school to reply the questions in the questionnaire, they (the respondents) were oriented briefly how to fill the questionnaire designed for the purpose of this study. After that, it was distributed carefully to the respondents and collected by the researcher's assistants as soon as they have finished filling it out successfully. Next the classroom observation was taken place on the selected classes (sections) according to the schedule, which were known by the department of English, respectively during speaking classes; and finally, the teachers' interview was designed

and conducted in their spare time after the completion of observation. Based on the actual observation point of view some guided questions for the teachers' interview were designed.

3.6 Data analysis procedures

The data were processed and analyzed according to the purpose of the research in classifying steps. Subsequently, the data were grouped in to similarities (parts) by using "tally" and tabularized (put in table) form. Then, these organized quantitative data for questionnaire were entered into computer and described statistically in order to compute the raw numerical data and the percentages in the table to make the study clear and understandable. Similarly, data obtained through classroom observation and structured interview were also analyzed.

Finally, the findings obtained through students-respondents' questionnaire, classroom observations and guided / structured teachers' interview were summarized. Eventually, summary, conclusions and recommendations were forwarded based on the data collected and analyzed.

CHAPTER FOUR

FINDINGS AND DISCUSSION

This chapter deals with the findings and discussion of the data obtained through questionnaire, classroom observation and teacher's interview. The chapter has two main sections, Section One deals with findings of the data, and Section Two deals with the discussion of the findings related to the research questions.

4.1 FINDINGS

This section deals with the findings of data that gathered from the three data instruments related to the teacher's role in speaking classes, the techniques used by the teacher in speaking classes, strategies are used by the teacher in speaking classes, the activities used or developed by the teacher in speaking classes, students' role in speaking classes, and materials used in speaking classes are presented.

4.1.1 Teachers' Role in Speaking Classes

4.1.1.1 Teachers' Role in Speaking Classes based on Students' Questionnaire

In the following table, the respondents, the students involved in this study, were asked to report about their teachers' role in speaking classes. Their responses are presented in the table below.

Table 1: The students' responses related to teachers' role implementation

No.	Items The role of the teacher in:		Very high (5)	High (4)	Average (3)	Low (2)	Very low (1)	Total	Mean
1	arranging and organizing students' group discussion.	Freq.		6	11	62	27	106	1.96
		%		5.66	10.38	58.5	25.47	100	
2	presenting the new language they need to practice in speaking classes.	Freq.			16	43	47	106	1.7
		%			15.09	40.56	44.34	100	
3	giving students chances to participate in speaking activities.	Freq.		3	16	53	34	106	1.98
		%		2.8	15.09	50	32.07	100	
4	encouraging them to say something in English.	Freq.		13	29	49	15	106	2.39
		%		12.26	27.36	46.22	14.15	100	
5	giving them appropriate amount of practice.	Freq.		7	11	47	41	106	2.39
		%		6.6	10.38	44.34	38.7	100	
6	monitoring their performance to see that it is satisfactory.	Freq.		7	25	51	23	106	2.15
		%		6.6	23.58	48.11	21.7	100	
7	guiding and supervising students during their group/pair discussion	Freq.		8	15	51	32	106	1.99
		%		7.54	14.15	48.11	30.19	100	
8	providing them with activities for free expressions.	Freq.		3	4	53	46	106	1.66
		%		2.8	3.77	50	43.4	100	
9	teaching students speaking strategies.	Freq.		4	5	48	49	106	1.66
		%		3.77	4.71	45.45	46.22	100	
10	advising them to use their strategies to learn speaking.	Freq.		3	7	54	42	106	1.73
		%		2.8	6.6	50.94	39.62	100	
Average Mean= 1.96									

The mean of the first item (item 1), regarding how far teachers arrange and organize students for group discussion, is 1.96. This indicates that teachers conduct group discussions only occasionally.

Concerning the function of the teachers in presenting the new language items students need to practice in speaking, the mean of this item is 1.71. It implies that the teachers introduced the language items students need for practice mainly through explanation.

Regarding giving the learners chances to participate in speaking activities, the mean of this item is 1.98. It shows that students rarely participate in different activities or only very few students take part in speaking activities.

As far as encouraging students to speak in English is concerned, the mean of this item is 2.39. It could be analyzed that the students were not encouraged properly to speak English.

The mean of item 5, regarding giving appropriate amount of practice for the students, is 2.39. It implies that the students were hardly involved in appropriate practices in speaking classes.

The mean of item 6, regarding the role of the teachers in monitoring the performance of the learners is 2.15. It implies that the teachers could not perform the application of monitoring students' speaking performance in the speaking classes.

The mean of item 7, concerning guiding and supervising students during group/pair discussion is 1.99. It means almost the students were not engaged for activities for free expressions in speaking classes.

The mean of item 8, concerning at what degree English teachers provide students with speaking activities for free expression, is 1.66. This data implies that English teachers hardly provide students with speaking activities for free expression in speaking classes.

The mean of item 9, regarding the role of teacher in teaching speaking strategies for their students in speaking classes, is 1.66. Based on this data we can conclude that those teachers did not teach the speaking strategies and advised them to use their strategies to learn speaking in speaking classes.

The mean of the last item (Item 10), concerning at what degree English teachers advise their students to use their own strategies to learn speaking, is 1.96. it implies that the English teachers did not help their students to use their own strategies to learn speaking.

Generally, the average mean of all the above items regarding the role of the teachers in speaking classes is 1.96. It reveals that the role of English teachers in developing speaking skills in speaking classes was found to be low.

4.1.1.2 Teachers' Role in Speaking Classes based on Classroom Observation

To see if the teachers play their role effectively in teaching speaking skills, a checklist was prepared and used during the classroom observations as follows.

Table 2: Observational Checklist for Identifying the Role of Teachers in Actual Speaking

Classes

N o.	Items The role of the teacher in:	Teacher-1								Teacher-2									
		Day								Day									
		One		Two		Three		Four		One		Two		Three		Four		One	
		yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes	no
1	Arranging and organizing students' group discussion.		√		√		√	√			√		√	√			√	√	
2	Presenting the new language students need to practice in speaking systematically and meaningfully.		√		√		√		√		√		√		√		√		√
3	Giving students chances to participate in speaking activities.		√		√		√		√		√		√		√		√		√
4	encouraging students to say something in English.		√		√		√	√			√		√	√			√	√	
5	giving students appropriate amount of practice.		√		√		√		√		√		√		√		√		√
6	monitoring students' performance to see that it is satisfactory.		√		√		√		√		√		√		√		√		√
7	guiding and supervising students during their group/pair discussion.		√		√		√		√		√		√		√		√		√
8	providing students with activities for free expressions.		√		√		√		√		√		√		√		√		√
9	teaching students speaking strategies.		√		√		√		√		√		√		√		√		√
10	advising students to use their strategies to learn speaking.		√		√		√		√		√		√		√		√		√

The teachers were not seen when they were arranging and organizing students' group discussion, presenting the new language they need to practice in speaking systematically and meaningfully, giving students chances to participate in speaking activities, encouraging students to say something in English, giving students appropriate amount of practice, guiding and supervising students during their group/pair discussion, providing students with activities for free expressions, advising students to use their strategies to learn speaking. They were standing on the stage, giving only some instructions to the students telling them what to perform next. They also did not create opportunities for students to use the language outside the classroom as a part of homework rather than giving them incomplete dialogues to be completed in words or phrases.

4.1.1.3 Teachers' Role in Speaking Classes Based on Teachers' Interview

For the question asked to know the reason why they couldn't play their general role during the whole speaking classes that were observed, all of them admitted that they did not play the necessary role in the speaking classes mainly due to shortage of time. This means, though the given periods for the subject in the syllabus is 5 periods in a week, 1 period in a week was taken for the local language from it. For this reason, their intension is to cover all the twelve units based on the annual plan, because the school administrative bodies observe or supervise only whether the contents or units are covered according to the annual plan.

4.1.2 Techniques used by the Teacher in Speaking Classes

4.1.2.1 Techniques used by the Teacher in Speaking Classes based on Students’

Response

As it has been discussed previously, besides the general classroom role teachers have specific functions at different stages of the learning process (Nunan 1991:1). To identify those specific roles (Techniques and Strategies), seventeen question were asked (ten for techniques, and seven for strategies).

Table 3: Students’ Responses related to the kind of **techniques** used by the teachers

No.	Items Techniques used:		Always (5)	Usually (4)	Some Times (3)	Rarely (2)	Never (1)	Total	Mean
1	Group discussion	Freq.			47	59		106	2.00
		%			44.34	55.66		100	
2	Dialogues /conversation	Freq	61	40	5			106	4.53
		%	57.54	37.73	4.71			100	
3	Questions and Answers	Freq	95	11				106	4.89
		%	89.62	10.38				100	
4	Translation /interpretation	Freq	46	58	2			106	4.42
		%	43.4	54.71	1.89			100	
5	Instruction	Freq	37	53	16			106	3.25
		%	34.9	50	15.1			100	
6	Panel Discussion and Debating	Freq			18	88		106	2.16
		%			16.98	83.02		100	
7	Oral report	Freq			2	104		106	2.00
		%			1.89	98.11		100	
8	Story telling	Freq			39	67		106	2.36
		%			36.79	63.21		100	
9	Interview	Freq					106	106	1.00
		%					100	100	
10	Role play and drama	Freq			5	101		106	2.04
		%			4.71	95.28		100	
Average Mean= 2.86									

As it can be seen from the table above, the mean of item 1, concerning how often English teachers use discussion technique in speaking classes, is 2.00. This data shows that teachers use group discussion methods very occasionally in speaking classes.

The mean of item 2, concerning how often English teachers use dialogues /conversation technique in speaking classes is 4.5. As mentioned above, the data indicated that reading dialogues or conversation is a dominant technique used in the speaking classes.

The mean of item 3, concerning how often English teachers use ‘questioning and answering’ techniques in speaking classes, is 4.89. This data clearly shows that teaching speaking skills in the form of question and answer in speaking classes is the best technique for the teachers.

The mean of item 4, concerning how often English teachers use translation /interpretation techniques in speaking classes, is 4.4. It means translation /interpretation technique could also be seen as one of the dominant technique that teachers used speaking classes.

The mean of item 5, concerning how often English teachers use ‘instruction’ techniques in speaking classes is 3.25. This data shows that instruction was one of the techniques frequently used in the speaking classes.

The mean of this item 6, regarding how often English teachers use panel discussion and debating techniques in speaking classes, is 2.16. From this data the researcher understand that the teachers were rarely seen using the technique mentioned above.

The mean of item 7, concerning how often English teachers use oral report technique in speaking classes, is 2.00. It means almost none of the teachers used those techniques appropriately in speaking classes.

The mean of item 8, concerning how often English teachers use ‘story telling’ techniques used in speaking classes, is 2.36. It means this technique was not applied or performed in speaking classes.

The mean of item 9, concerning how often English teachers use 'interview' technique in speaking classes, is 1.00. It means teachers did not use interview technique at all to develop students speaking abilities in speaking classes.

The mean of the last item (Item 10), concerning how often English teachers use 'role play and drama' techniques in speaking classes, is 2.04. It implies that English teachers hardly used the role play and drama teaching techniques in speaking classes.

Generally, as revealed in the data, the average mean of all the above 10 items, that focus on different techniques which are used in speaking classes, is 2.86. It means English teachers did not use the right techniques which are suggested by different language scholars in the speaking classes. We can see that they frequently used dialogues, questions and answers, instruction and translation/ interpretation techniques in their speaking classes.

4.1.2.2 Techniques Used by Teachers in Speaking Classes Based on Classroom Observation

Table 4: The Checklist for Identifying Techniques used by Teachers in Speaking Classes

No	Are the following techniques used?	Teacher-1								Teacher-2									
		Day								Day									
		One		Two		Three		Four		One		Two		Three		Four		One	
		yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes	No	yes	no
1	group discussions		√		√		√	√			√		√	√			√	√	
2	dialogues /conversations	√		√		√		√		√		√		√		√		√	
3	questions and answers	√		√		√		√		√		√		√		√		√	
4	Translations /interpretations	√			√	√		√		√		√		√		√			√
5	debating /panel discussion		√		√		√		√		√		√		√		√		√
6	Instructions	√		√		√		√		√		√		√		√		√	
7	oral report		√		√		√		√		√		√		√		√		√
8	story telling		√		√		√		√		√		√		√		√		√
9	Interview		√		√		√		√		√		√		√		√		√
10	role play and drama		√		√		√		√		√		√		√		√		√

As far as the four continuous observations are concerned, it shows that the teachers were not using modern techniques to develop students speaking abilities. All of the teachers were mainly using the traditional approaches (teacher-based-techniques) for most of the observation sessions. The techniques used were questions and answers, reading blank dialogues, giving instruction/explanation, reading aloud for the purpose of correcting pronunciation, translating/interpreting, and dialogues or drills. Hence, all of the teachers were not using effective techniques which are used for practice and production stages in order to teach speaking skills. They were not seen using active learner-learner joint discussions (group discussions), oral report, role play and dramatization, interviews and form fillings, learner-learner description and re-creation, picture stories, re-telling stories from aural or written stimuli, debating and panel discussions.

As it will be discussed the above observational data shows that teachers were using a more traditional approach to teach speaking skills. They gave focus to correcting language items (grammar and pronunciation) instead of fluency and meaning. Each day of observations teachers tended to use Amharic to explain the concept of the language materials to be learnt in the classroom.

4.1.2.3 Techniques used by Teachers in Speaking Classes Based on Teachers'

Interview

For the question to know why they did not perform the appropriate techniques (such as Discussion, oral report, learner-learner joint discussion, role play, interview and learner-learner description/ re-creation, form filling, appropriate response, question and answer, picture stories, instructions, retelling stories, and translation, etc) to develop the students speaking skills in speaking classes, all of them replied that they have no sufficient time to use those techniques. And they also added even if they have enough time and comfortable environment to use technique, most of the students have no interest and ability to perform such kinds of activities. For this reason, they want only to cover the contents which are programmed in the annual lesson plans.

4.1.3 Strategies used in Speaking Classes

4.1.3.1 Strategies used in Speaking Classes based on Students' Questionnaire

To see the extent students agree or disagree with the strategies teachers use to teach speaking skills, seven questions were asked. The responses students gave are presented in the table below.

Table 5: Responses of students to questions related to the **strategies** used by the teachers

No.	Items The teacher:		Strongly disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly agree (5)	Total	Mean
1	Helps students discover what ways of learning work best for me in developing speaking skills.	Freq	83	11	12			106	1.33
		%	78.3	10.38	11.32			100	
2	Experiments them with different ways of using language (games, different arrangement of words.	Freq	92	13	1			106	1.14
		%	86.79	12.26	0.95			100	
3	Helps students keep on talking through teaching them speaking strategies such as using gestures.	Freq	86	14	0	6	0	106	1.3
		%	81.13	13.2	0	5.66	0	100	
4	Helps students find quick ways of recalling what they have learned by using rhymes, particular contexts and personal experiences.	Freq	96	8	0	2		106	1.13
		%	90.56	7.54	0	1.89		100	
5	Helps students ask for error correction.	Freq	102	4				106	1.04
		%	96.22	3.77				100	
6	Encourages students to speak English outside the classroom.	Freq	39	56	0	11		106	1.84
		%	36.79	52.83	0	10.38		100	
7	Helps students not to be so much concerned with accuracy.	Freq	82	13	2	9		106	1.41
		%	77.36	12.26	1.89	8.5		100	
Average Mean= 1.314									

The mean of item 1, concerning how much the teachers helped the students discover what ways of learning work best for them in developing speaking skills, is 1.33. This data showed that the teachers did little help in teaching speaking strategies or helping the students discover what ways of learning work best for them in developing their speaking skills.

The mean of item 2, regarding experimenting students with different ways of using language, is 1.14. It means the teachers did not experiment their students with different ways of using language (games, different arrangement of words and etc) in speaking classes.

Concerning helping students keep on talking through teaching them speaking strategies such as using gesture, the mean of this item (Item 3) is 1.3. This data shows that almost all the students were not seen using different strategies such as body motions, synonyms, etc. while speaking in English.

The mean of item 4, regarding helping students find quick ways of recalling what they have learned by using rhymes, particular contexts and personal experiences, is 1.13. Therefore, from this data we can conclude that the students were not helped finding quick ways of recalling what they have learned.

The mean of item 5, concerning helping students ask for error correction, is 1.04. It implies clearly that students were not helped in asking for error correction by their teachers.

Concerning encouraging students to speak English outside the class room, the mean of this item (Item 7) is 1.81. It implies that the students were not encouraged by their teachers to speak English outside their class room.

The mean of the last item (Item 7), concerning helping students not to be so much worried about accuracy, is 1.41. This also indicates that students did not take risk in speaking the language test they made faulty pronunciation or grammar error.

4.1.3.2 Strategies used by Teachers in Speaking Classes based on Classroom

Observation

Table 6: The Observation Checklist for Identifying **Strategies** used by Teachers

N o.	Items	Teacher-1								Teacher-2									
		Day								Day									
		One		Two		Three		Four		One		Two		Three		Four		One	
		yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes	No	yes	no
1	Helping students discover what ways of learning work best for them in developing speaking skills.		√		√		√		√		√		√		√		√		√
2	Experimenting them with different ways of using language (games, different arrangement of words and etc).		√		√		√		√		√		√		√		√		√
3	Helping them keep on talking through teaching them speaking strategies such as using gestures.		√		√		√		√		√		√		√		√		√
4	Helping them ask for error corrections.		√		√		√		√		√		√		√		√		√
5	Encouraging them to speak English outside the classroom.		√		√		√		√		√		√		√		√		√
6	helping them not to be so much concerned with accuracy		√		√		√		√		√		√		√		√		√

Regarding the strategies teachers used to develop speaking ability of the students, they were rarely seen to help learners discover what ways of learning work best for them, help them ask for error corrections, help them to be so much concerned with accuracy, and no one was observed helping learners find quick ways of recalling what they have learned, for example, through experiences and personal memories.

4.1.3.3 Strategies Used by Teachers in Speaking Classes based on Teachers'

Interview

For the question that they, the teachers, couldn't help the students discover what ways of learning work best for them in developing speaking skills and encouraged and told them not to be so much concerned with accuracy. In other word, they couldn't help their students to use the speaking strategies, all of them replied, as they said on the first question, due to shortage of time and the students interest they did not use the right strategies in the speaking classes. And one of them replied that not only our students but also most of the teachers have no interest to the profession due to the educational policy and absence of respect for them from the state officials and the communities. They added their intention is just to cover the contents and units of the text book.

4.1.4 Activities Developed by Teachers in Speaking Classes

4.1.4.1 Activities Developed by Teachers in Speaking Classes Based on Respondents' Response

To see what kinds of activities are given to the students, 10 questions were asked and the responses are presented in the table below.

Table 7: Students' Responses on activities used in speaking classes

No.	Questions How often do students do:		Alwa ys (5)	Usually (4)	Some times (3)	Rarely (2)	Never (1)	Total	Mean
1	Information gap activities such as sharing ideas with each other?	Freq			13	61	32	106	1.85
		%			12.63	57.54	30.19	100	
2	Problem solving activities (puzzles)?	Freq			6	39	61	106	1.48
		%			5.66	36.79	57.54	100	
3	Role plays activities (taking the role of others and acting)?	Freq			4	76	26	106	1.79
		%			3.77	71.7	24.53	100	
4	Group discussions?	Freq			20	86	0	106	2.19
		%			18.86	81.13	0	100	
5	Project based activities (performing certain tasks to learn speaking)?	Freq				11	95	106	1.1
		%				10.38	89.62	100	
6	Prepared monologues (in which each of they are asked to prepare to talk about a hobby or personal interest for two or three minutes)?	Freq			17	81	8	106	2.08
		%			16.04	76.41	7.54	100	
7	Drills (dialogues) in which one person asks a question and another gives an answer?	Freq	47	54	5			106	3.45
		%	44.34	50.94	4.71			100	
8	Opinion gap activities, which involve identifying and articulating personal feeling or attitude?	Freq				9	97	106	1.08
		%				8.5	91.5	100	
9	Reasoning gap activities in which they give reasons?	Freq			13	27	66	106	1.5
		%			12.26	25.47	62.26	100	
10	Activities of picture stories?	Freq			18	88	0	106	2.17
		%			16.98	83.02	0	100	
Average Mean = 1.87									

The mean of the first item, regarding how often the students do information gap activities such as sharing ideas with each other, is 1.85. Therefore, we can conclude that students have done those activities rarely.

The mean of item 2, regarding the question how often the students do problem solving activities in speaking classes, is 1.48. Based on this data we can say students rarely performed this activity or almost nothing.

The mean of the third item (Item 3), concerning how often the students did role play activities in speaking classes, is 2.79. Based on this data, similarly students rarely performed role play activities in speaking classes.

Similarly regarding how often the students involve in 'group discussions' activities in speaking classes, the mean of this item (Item 4) is 2.19. Therefore, from this data we can conclude that students were hardly evolved in 'group discussion' in speaking classes.

The mean of item 5, regarding 'project based activities' (performing certain tasks to learn speaking, is 1.1. From this data we can say 'project based activities' were not performed in speaking classes.

Concerning 'prepared monologues' (in which each of the students is asked to prepare to talk about a hobby or personal interest for two or three minutes), the mean of this item (Item 6) is 2.08. From this data we can understand that these types of activities were rarely performed in the speaking classes.

The mean of item 7, regarding drills (dialogues) in which one person asks a question and another gives an answer, is 3.45. This data implies that drills (dialogues) were performed regularly in speaking classes.

Relating to opinion gap activities, which involve identifying and articulating personal feeling or attitude, the mean is 1.08. From this data we can understand that these activities (opinion gap activities) have never been performed regularly in speaking classes.

The mean of item 9, regarding 'reasoning gap activities' in which students give reasons, is 1.5. From this data the researcher understand that these reasoning gap activities were hardly performed in speaking classes.

Eventually, concerning 'activities of picture stories', the mean of this item is 2.17. This data implies that 'activities of picture stories were not performed regularly in speaking classes.

Generally, the data showed that teachers were not using the activities which enable students to learn speaking skills. However, Parrott (1993) recommends that teachers need to use activities which develop students' speaking skills, especially for the means of real communication.

4.1.4.2 Activities done in the Speaking Classes Based on Classroom Observation

To identify the kind of activities done in the classroom, the following checklist was used.

Table 8: Checklist for Identifying Activities Developed by Teachers in speaking classes

No	Are the following activities done in the classroom?	Teacher-1								Teacher-2									
		Day								Day									
		One		Two		Three		Four		One		Two		Three		Four		One	
		yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes	No	yes	no
1	Information gap activities?		√	√			√		√		√	√			√		√		√
2	problem solving activities (puzzles)		√		√		√		√		√		√		√		√		√
3	role play activities		√		√		√		√		√		√		√		√		√
4	Pair/group work		√		√		√		√		√		√		√		√	√	
5	project based activities		√		√		√		√		√		√		√		√		√
6	prepared monologue		√		√		√		√		√		√		√		√		√
7	Dialogues	√		√		√		√		√		√		√		√		√	
8	questions and answers	√		√		√		√		√		√		√		√		√	
9	opinion gap activities		√		√		√		√		√		√		√		√		√
10	reasoning gap activities		√		√		√		√		√		√		√		√		√
11	picture stories /telling stories		√	√			√		√		√		√		√		√		√

The first week (from 30 March, 2015 to 3 April, 2015), on the first day, the students from all the three classes were working on the seventh unit under the topic-“Natural disaster”. After the teachers wrote the topic of the day on the chalk board, all the three teachers told their students to open their text book on page 185 and look at the pictures of different kinds of disasters carefully and tell the class what they are called. On this activity, only a few students tried to participate actively in each class. Then, teacher 1 and 2 provided a list of disasters on the chalk board and asked students to group them to natural, man-made and those with elements of both and try to give their suggestions individually. Whereas, teacher 3 wrote a lists of disasters on the chalk board and asked them one by one what kind of disaster it is. No teacher gave a chance for their students to work in a small group or in pair to share their idea or experience on this activity. Generally, the researcher observed that there is no any other classroom activity which is provided to the students except ‘reading dialogues’ and ‘asking and answering’ activities on this day.

The second week (from 6 April, 2015 to 10 April, 2015), on the second day, the students were working on the eighth unit, under the topic – “Education”. Teacher 1 and 2 made their students to look at the statistics on their text book and identify issues for Ethiopia (e.g. drop out figures, gender issues, etc.). And then asked the students to identify the main problems Ethiopia faces in achieving its educational goals and summarize. But teacher 3 made his students first to do in pairs and summarize the above activity. No one among the three tried to facilitate any other activities which are listed on the above table except made their students to do ‘asking and answering’, ‘reading dialogues’ and ‘information gap’ activities.

Even though the instruction of the text book instructs students to discuss on a variety of discussion topics related to education in the next activity, no one permitted that to perform the activity in a group rather performed individually in their classes.

On the third week (from 13 April, 2015 to 4 April, 2015), on the third day, the students from all the three sections worked on the ninth unit under the topic “A guessing game”. The three teachers started the lesson by giving answers to the homework and writing the topic of the day and some expressions (I’d say..., perhaps it’s...,It looks like...,could it be...,etc) under the topic on the chalk board. Then, teacher-1 &2 told their students that they hold up an unknown object and help their students to try to guess the object from its explanation. A few students tried to

guess what the object is in each class. But teacher-3 showed how to do the guessing activity with one of the students as a model. Then, told the students to perform the activity similarly in pair. For example, one of the two held up an unknown word and gave some explanation about the object and the other partner tried to guess what the object is. In this manner, a few pair of students was volunteer to perform the activity in this class room.

Regarding the next activity, all the three teachers similarly told their students to look at the pictures (on page 156) on the text book and read the phrases/explanations which are there. And then each of the teachers asked their students what they are or what they can see. The students in each class tried to express or answer the questions which were raised from their teacher. Generally, the teachers couldn't see using different techniques or activities except 'dialogues', and 'questions and answers' in the three classes, and 'pair work' only in one class.

The fourth week (from 20 April, 2015 to 24 April, 2015), on the fourth day, the students from all the three sections worked on the tenth unit under the topic "Energy". The three teachers started the lesson by reminding the previous lesson and giving answers for the exercise which gave as a home work. After that, they wrote the topic of the day on the chalk board. Even though the instruction of the activity instructs students to discuss and work the questions in small groups and then to provide their suggestions for the class, the two teachers (Teacher1&2) wrote the questions on the chalk board and asked the students, who were volunteers, to provide their answer or suggestions for the questions on their exercise book and then present for the whole class. However, only a few students from the two classes tried to perform this activity actively. But teacher-3 wrote the instruction and questions under the topic and told them to read and think about the questions carefully for some minutes. Then, after some minutes, he read each question and asked them to give their suggestions. Similarly, few students were participated and tried to give their suggestions in the class. Eventually, he provided his suggestions on each question and summarized the activity himself. Like the other days, on this day the researcher could observe that no one gave a chance for most of the students to practice or participate in the activities actively. Most of the learners were passive to perform the activities. No pair or group work was provided to mobilize the whole students in the activity.

As it was true for the data from the classroom observations data showed that all the teachers presented the lessons through explanation. The teachers were not seen creating opportunities for

students to apply their previous knowledge and experiences, probably pausing questions during the introduction time. Consequently, the students did not get chances to discuss and brainstorm their ideas to come to the daily lessons, being initiated by having awareness. The explanation sessions could not give the learners chances to participate in speaking. Students benefit almost nothing from reading dialogues silently in the classroom. They would have been given as homework to read and understand the way dialogues are made and what expressions to be used, perhaps if there is a need. But this technique is rather helpful for teaching reading than speaking.

From the data presented so far, one can understand that the students were observed reading the given dialogues, acting out the dialogues, discussing in their native language, writing the dialogues and answering the questions orally. They were sometimes observed telling stories to the class

4.1.4.3 Activities used in Speaking Classes based on Teachers' Interview

For the question asked, as it was seen in all the observation session and the students' respond on the questionnaire, why all the teachers have hardly seen activities such as interview, role play/drama, oral report, panel discussions or debating in all speaking classes and also asked whether they think that those are preferable activities to improve the students speaking skills.

All of them replied that they believe those are preferable activities to improve their students' speaking skills. But the reasons that made them not to implement in speaking classes are inadequate teaching speaking skills, shortage of time, and they were over loaded since they have many responsibilities in the school and in their community. And one of them added that he has no interest in the teaching profession.

4.1.5 Students' Role in speaking Classes

4.1.5.1 Students' Role in speaking Classes Based on the Respondents' Response

To see how often students implement their roles to learn speaking skills, 10 questions were asked and the responses are presented in the table below.

Table 9: Responses given by the students to questions on their role implementation

No	Items Students:		Always (5)	Usually (4)	Some times (3)	Rarely (2)	Never (1)	Total	Mean
1	speak English out - side the classroom.	Freq	13	18	27	48	0	106	2.96
		%	12.26	16.98	25.47	45.45	0	100	
2	ask their teacher for clarification when they don't understand what he/she says.	Freq	13	14	25	46	8	106	2.79
		%	12.26	13.2	23.58	43.6	7.54	100	
3	participate in pair and group work.	Freq	6	13	18	50	19	106	2.4
		%	5.66	12.26	16.98	47.71	17.92	100	
4	ask their teacher or class-mates for correction of errors in their speaking.	Freq	7	8	13	39	39	106	2.1
		%	6.6	7.54	12.26	36.79	36.79	100	
5	listen to the discussion and report back to the class.	Freq	6	14	20	49	17	106	2.46
		%	5.66	13.2	18.98	46.22	16.04	100	
6	try to correct myself when they feel that they are not using the correct form while speaking.	Freq	10	20	29	35	12	106	2.8
		%	9.43	18.86	27.36	33.02	11.38	100	
7	plan my way of developing speaking skills.	Freq	5	7	13	42	39	106	2.03
		%	4.71	6.6	12.26	39.62	36.	100	
8	When they can't think of the word while speaking in English they tend to use physical motions such as gesture to indicate the meaning	Freq	6	17	31	52	0	106	2.78
		%	5.66	16.04	29.24	49.47	0	100	
9	talk and share ideas about language learning problems and effective speaking strategies with their teacher and classmates	Freq	0	3	3	58	42	106	1.69
		%	0	2.8	2.8	54.71	39.62	100	
10	they evaluate their weaknesses and strengths in speaking English	Freq	5	11	18	26	41	106	2.04
		%	4.71	10.38	16.98	24.53	38.7	100	
Average Mean = 2.41									

The mean of the first question item, regarding how often students speak English outside the classroom, is 2.96. This data revealed that the students have rarely spoken English outside the class room.

The mean of the second item, concerning how often students ask their teacher for clarification when they do not understand what their teachers said, is 2.79. From this data, it could be seen that students rarely ask questions for clarifications.

Regarding how often students participate in pair and group work in speaking classes, the mean is 2.4. This data implies that students hardly participate in pairs or groups in speaking classes.

The mean of item 4, concerning how often students ask their teachers or classmates for correction of errors, is 2.1. However, the majority of the students 78 (73.58%) answered that they almost did not ask their teachers or classmates for correction of errors in speaking classes.

The mean of the fifth question item, concerning how often students give attention for the discussion and report back to the class in the speaking classes, is 2.46. This data shows that students did not report their discussion results to the class.

Asked if students try to correct themselves when they feel that they are not using the correct form while speaking, the mean (item 6) is 2.8. This data reveals that students rarely try to correct themselves while speaking.

The mean of the seventh question item, concerning planning their way of developing speaking skills, is 2.03. This data implies that the students hardly plan their way of developing speaking skills in speaking classes.

The men of item 8, regarding when students cannot think of the word while speaking in English they tend to use physical motions such as gesture to indicate the meaning, is 2.78. It implies that students rarely use physical motions to indicate the meaning of the word they can't think of.

The mean of the ninth question item, concerning how often students talk and share ideas about language learning problems and effective speaking strategies with their teacher and classmates, is 1.69. From this data, the researcher understands that nearly all the students hardly talk and share their ideas about their language and effective speaking strategies with their teachers and classmates.

The mean of the last question item, regarding how often students evaluate their weaknesses and strengths, is 2.04. This data implies that almost all the students did not evaluate their weaknesses and strengths in speaking English

The average mean of the above question items is 2.41. Thus, it could be observed from the analysis made so far that students' effort was very limited that they do little to learn by their own due to lack of learning about the strategies to improve their speaking skills.

4.1.5.2 Students' Role in Speaking Classes Based on Classroom Observation

To identify the role of students play in their classrooms, the effort they make to learn speaking skills, the following checklist was used.

Table 10: Checklist for Identifying the Role of Students in Speaking Classes

No.	Do students do the following?	Teacher-1								Teacher-2											
		Day								Day											
		One		Two		Three		Four		One		Two		Three		Four		One		Two	
		yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes	No	yes	No	yes	no	yes	
1	ask for clarification?		√		√		√		√		√		√		√		√		√		√
2	participate in pair and group discussions?		√		√	√			√		√		√				√		√		
3	ask their teacher or classmates for correction of errors?		√		√		√		√		√		√		√		√		√		
4	listen to the discussion and report back to the class?		√		√	√			√		√		√				√		√		
5	try to correct themselves?		√		√		√		√		√		√		√		√		√		
6	use physical motions to indicate the meaning?		√		√		√		√		√		√		√		√		√		
7	talk and share ideas about language problems and effective speaking strategies with their teacher and classmates?		√		√		√		√		√		√		√		√		√		
8	participate in role play drama?		√		√		√		√		√		√		√		√		√		
9	participate in panel discussion/ interview or oral reporting or presentation?		√		√		√		√		√		√		√		√		√		

The classroom observation checklist shows that the students were observed to be almost passive. They were rarely seen asking and answering questions. They were hardly observed taking active participation in the pair/group work. It could be seen that they showed little individual effort and interest toward the existing work/activities. Almost no students were observed reporting the result of their discussion to the class. The learners were observed using a limited number of strategies to learn speaking. None of the students asked for error correction and help. Moreover, no one was observed using different styles of speech. This indicates that teachers did not help their students in teaching strategies which are used for improving their speaking skills.

During, the observation sessions the researcher observed many things in the speaking classes. For instance, some students were doing private work during group work (playing games on their cell phones, studying or reading other subjects, doing their homework), and some students lacked interest so that they did not pay attention to their teacher or classmates. Most of the students were less experienced in presenting or expressing their ideas in front of the class. This indicates that students were not taught the speaking strategies to develop their skills.

4.1.5.3 Students' Role in Speaking Classes based on Teachers' Interview

The teachers' interview also shows similar results that students did little in taking responsibility for their own learning. All teachers admitted that their students did not play the right role not only in speaking classes but also in other language classes or language skills due to lack of the students interest, the teaching and learning way they brought up to this level, the educational policy in the country level and the text by itself. Two of them revealed there is a great problem on teachers' efficiency and inadequate performance to teach each language skills in the right technique and procedures.

As we see the respondents' responses on the questionnaire and the classroom observation also confirmed that the students did not play their role in speaking classes. They did not ask for clarification, ask their teacher or classmates for correction of errors, listen to the discussion and report back to the class, try to correct themselves, talk and share ideas about language problems

and effective speaking strategies with their teacher and classmates, participate in role play/drama, in panel discussion/ interview or oral reporting or presentation.

4.1.6 Materials Used in Speaking Classes

4.1.6.1 Materials Used in Speaking Classes Based on the Students' Responses

To identify the kind of materials used in speaking classes, both closed and open-ended questions were asked. The responses given by the students are presented in the table below.

Table 11: Students' response to questions on the kind of materials they use

No	Items		Yes	No	Total
1	Are there supplementary materials in the classroom that help students learn English (audio-video materials)?	Freq	4	102	106
		%	3.77	96.22	100
2	Do students learn speaking skills by using teacher-made teaching aids (charts, diagrams, models, maps and etc)?	Freq	8	98	106
		%	7.54	92.45	100
3	Do students use any of the above mentioned materials in the classroom that help them learn English (audio-video materials) at their own home to learn speaking skills?	Freq	3	103	106
		%	2.82	97.17	100

As can be seen the first item from the table above, nearly all the students 104 (96.22%) answered that they did not use any supplementary materials in their classrooms. But only 4 (3.77%) of the respondents replied that there are supplementary materials in the classroom that help them learn English (audio-video materials). This data shows us the students did not use any supplementary materials in the classroom that help them learn English (audio-video materials).

Regarding using teachers made teaching aids, the majority of the students (92.6%) answered that they also did not use any teacher-made materials (pictures, diagrams, models, charts, tables) to learn speaking. The others only 8 (7.54%) of the respondents replied that they used teachers made materials at their speaking classes. This data implies that teachers did not use any teaching aids to supplement their lessons in their speaking classes.

Concerning the last item, almost all the students 102 (96.22%) of the respondents replied that they also do not use audio-video materials or any other supplementary materials to learn speaking skills at their own homes. The data also indicated that they did not use any supplementary materials at their living areas.

4.1.6.2 Materials used in Speaking Classes based on Classroom Observation

To identify the materials teachers use to supplement their lessons in the classroom, the following checklist was used.

Table 12: The Checklist for Identifying the Materials Used in Speaking Classes

No.	Are these materials used?	Teacher-1								Teacher-2											
		Day								Day											
		One		Two		Three		Four		One		Two		Three		Four		One		Two	
		yes	no	Yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes	No	yes	no	yes	
1	text book	√		√		√		√		√		√		√		√		√		√	
2	supplementary books		√		√		√		√		√		√		√		√		√		
3	Television		√		√		√		√		√		√		√		√		√		
4	tape-recorder		√		√		√		√		√		√		√		√		√		
5	CDS, DVD		√		√		√		√		√		√		√		√		√		
6	charts, maps, diagrams, models		√		√		√		√		√		√		√		√		√		

As can be seen from the checklist above, no teacher was found using any one of the above mentioned materials except the textbooks. This indicates that they were not playing active role in preparing, adapting or modifying materials to develop their learners' speaking skills.

4.1.6.3 Material used in Speaking Classes based on Teachers' Interview

For the question why they depend only on the text book in all speaking classes, all of them underlined that even if they have interest to do that, they have no sufficient time to cover the whole contents in the text at the end of the year. Their main reason as they mentioned on the above questions that one period in a week is taken for local language (Kaffi Noonoo), in all high schools in Kaffa Zone. They also mentioned that teachers' inadequate performance to adopt or to design materials which are authentic and helpful for teaching speaking skills is the other reason. They also added that even if we have sufficient time they cannot find supplementary materials which are suitable and helpful for speaking classes.

4.2 DISCUSSION

This section deals with the discussion on the findings of the data that gathered from the three instruments related to the general teacher's role in speaking classes, the techniques used by the teacher in speaking classes, strategies are used by the teacher in speaking classes, the activities used or developed by the teacher in speaking classes, students' role in speaking classes, and materials used in speaking classes is presented.

4.2.1 Discussion Related to the teachers' Role in Speaking Classes

The data findings from students' questionnaire, classroom observation and teachers' interview confirmed that teachers did not follow and perform those stages and their role in developing speaking skills.

As mentioned in the preceding tools the average mean of the 10 items is 2.41. It clearly implies that teachers hardly perform their role in speaking classes. They were rarely seen in organizing group work, supervising and managing the activities, checking students speaking performance, and giving activities for free expressions.

As it was true for the data from the classroom observations data showed that all the teachers presented the lessons through explanation. The teachers were not seen creating opportunities for students to apply their previous knowledge and experiences, probably pausing questions during the introduction time. Consequently, the students did not get chances to discuss and brainstorm their ideas to come to the daily lessons, being initiated by having awareness. The explanation sessions could not give the learners chances to participate in speaking. Students benefit almost nothing from reading dialogues silently in the classroom. They would have been given as homework to read and understand the way dialogues are made and what expressions to be used, perhaps if there is a need. But this technique is rather helpful for teaching reading than speaking.

The teachers were seen neither supervising and guiding the students' activities nor monitoring their performance. He was standing on the stage, giving only some instructions to the students telling them what to be done next. They also did not create opportunities for students to use the language outside the classroom as a part of homework rather than giving them incomplete dialogues to be completed in words or phrases.

However, Nunan (1991) writes the role of the teacher at the presentation stage as informant-selecting the new material to be learned and presenting this in such a way that the meaning of the new language is as clear and memorable as possible. The role of the learners in this stage is listening and trying to understand. At the practice stage, he assigns the teacher as the conductor and monitor. To him, at this stage it is the students who do most of the talking. The teacher's role is to devise and provide the maximum amount of practice (which is meaningful and memorable). The teacher is there to monitor the performance of the learners. And at the production stage is to act as manager and guide/adviser. He added that learner communicate directly with each other, rather than exclusively with the teacher as in the first case and one student is allowed to take on

the role of provider of content. During the interaction it is the learner who is the 'expert' and the teacher who is the 'learner' or follower.

4.2.2 Discussion Related to Techniques used by Teachers in Speaking Classes

The students' response on the questionnaire, the classroom observation and the teachers' interview show that the teachers were not using effective techniques which are used for practice and production stages (such as Discussion, oral report, learner-learner joint discussion, role play, interview and learn-learner description/ re-creation, form filling, appropriate response, question and answer, picture stories, instructions, retelling stories, and translation, etc) to develop the students speaking skills.

However, Underhill (1987) has identified twenty different elicitation techniques to teach speaking skills. Discussion, oral report, learner-learner joint discussion, role play, interview and learn-learner description/ re-creation are interesting techniques to be used by teachers to develop speaking skills. In addition to the above mentioned techniques, one can also use form filling, appropriate response, question and answer, picture stories, instructions, retelling stories, and translation to teach speaking skills. Lastly, Underhill (ibid) suggests the systematic use of dialogues, sentence correction and reading aloud as alternative teaching techniques to elicit speaking.

4.2.3 Discussion Related to Teaching Strategy Used in Speaking Classes

The data from students' questionnaire, classroom observation and teachers' interview confirmed that teachers were not seen using teaching speaking strategies which help students guess the meaning of new vocabularies in their day to day speech, helped them find quick ways of recalling what they have learned by using rhymes, particular contexts and personal experiences, helped them ask for error correction, helped them not to be so much concerned with accuracy, encouraged them to speak English outside the classroom. Totally, they were observed not using effective teaching strategies which help the learners develop speaking skills. However, Rubin

and Thompson (1982) suggest that teachers should teach their students speaking strategies which enable them to use the language in the real life communications.

Rubin and Thompson (1982) suggest range of strategies in the following lists:

- Helping learners discover what ways of learning work best for them.
- Experimenting with different ways of creating and using language.
- Helping learners keep on talking and understand the general gist of texts, rather than every language item of them.
- Helping learners ask for error correction and help, and learn from the error they will make.
- Helping learners make comparisons with what they know about their own mother tongue, as well as building on what they have already learned in the new language, both in terms of formal rules and conventions for language use.
- Helping learners realize the relationships that exist between words, sounds, and structures, developing their capacity to guess and infer knowledge and out-of-class experience.
- Helping learners not to be so much concerned with accuracy that they do not develop the capacity to be fluent.

Above all, even though scholars urge the application of strategies to help learners ask for error correction and help them to learn from the error they make (Rubin and Thompson, 1982, Hall, 1997; Lessard- Clouston, 1997), no teacher was seen helping his/her learners.

4.1.4 Discussion Related to Activities used by Teachers in Speaking Classes

The respondents' response, the classroom observation and the teachers' interview revealed that the teachers did not use or perform different activities which are helpful to improve the students speaking skills. No teacher was observed using the activities developed based on the communicative approach such as information gap, reasoning gap, opinion gap, problem solving, role plays, communication strategies activities, puzzles and problems, guessing activities, project

based activities and prepared monologues. The students were observed reading the given dialogues, acting out the dialogues, discussing in their native language, writing the dialogues and answering the questions orally.

However, Parrott (1993) suggested those above activities in speaking classroom to develop the students speaking skills. For instance, Parrott (1993) has identified nine various activity types designed to help learners develop their oral fluency.

- Information gap-activities: students share ideas from each other through group work.
- Ranking activities: students are given a possible list of something so that they are asked to put in order through group discussion.
- Jigsaw activities: students work in groups. Each student in the group has different section of a text. Without showing the material to each other they have to decide on the order in which the sections occurred in the original and pool their knowledge to answer general questions about the text.
- Guessing activities: students work in small groups, one of the students in the group is given a situation. The other students have to discover the situation given to the student by asking questions to which the answer is 'yes' or 'no'.
- Problem-solving activities: the students work in groups. One of the students in the group is given a bizarre story and an explanation of the background. The students tell the rest of the group the story. The other students ask questions to try to discover the background.
- Role-play: are activities in which the learners play parts.
- Group discussion: are activities in which the learners discuss and come up with the result (reach up on the consensus).
- Project-based activities: are activities to perform certain tasks in order to use the language through them.
- Prepared monologues: In these kinds of activities each student is asked to prepare to talk about a hobby or personal interests for two to three minutes.

Generally, the data showed that teachers were not using the activities which enable students to learn speaking skills actively. However, Parrott (1993) recommends that teachers need to use activities which develop students' speaking skills, especially for the means of real communication.

4.2.5 Discussion Related to Students' Role in Speaking Classes

During, the observation sessions the researcher observed many things in the speaking classes. For instance, some students were doing private work during group work (playing games on their cell phones, studying or reading other subjects, doing their homework), and some students lacked interest so that they did not pay attention to their teacher or classmates. Most of the students were less experienced in presenting or expressing their ideas in front of the class. This indicates that students were not taught the speaking strategies to develop their skills. However, Rubin and Thompson (1982) recommend that students need to use different strategies to develop speaking skills.

The findings of students' responses, classroom observation and teachers' interview revealed that most of the students did not play the right role in the speaking classes. They were not seen asking for clarification, participating in pair and group discussions; asking their teacher or classmates for correction of errors, try to correct themselves, talking and sharing ideas about language problems and so on. This also implies that teachers did not help their students to use effective speaking strategies or to be autonomous learners. Cotterall and Crabbe (1999) believe that in formal educational contexts the most successful learners are autonomous (they accept responsibility for their learning; they constantly reflect on what they are learning, why they are learning, and with what degree of success of learning. To develop their autonomy, teachers need to facilitate learners to increase their self understanding and awareness of themselves (Kohonen et al, 2001)

Generally, even though language scholars (Wenden, 1991; Cotterall and Crabbe, 1999; Scharle and Szabo, 2000; Hedge, 2000; and Dickinson, 1995) have nicely suggested that students should work autonomously in order to learn speaking skills, it could be observed from the analysis made so far that students' effort was very limited that they do little to learn by their own due to lack of learning about the strategies to improve their speaking skills.

4.2.6 Discussion Related to Materials used in Speaking Classes

The findings of students' questionnaire, class room observation and teachers' interviews related to the materials used in speaking classes confirmed that teachers and students were used only text books in speaking classes. They were not used any supplementary materials or references in speaking classes. The teachers' interview reveals that they have shortage of time and inadequate knowledge to adopt or to design suitable materials which are helpful to develop their students speaking skills. And also they added the school has no suitable reference materials which are preferable for speaking classes.

However, according to Richards and Rodgers (1986) the primary goal of material is to make classroom activities as meaningful as possible by supplying the extra linguistic context that helps the learner to understand and thereby to acquire, by relating classroom activities to the real world, and by fostering real communication among the learners. There for, language teachers are expected to use different materials such as audio-visual (television, DVD, CD-ROM, tape recorder, radio cassette player), teacher-made or readymade teaching aids (pictures, models, diagrams, charts, tables, maps flash cards, etc.), and activities designed in the textbook to supplement the lessons (Brumfit, 1979; Allwright, 1981).

Generally, all classroom practices were observed during the four weeks (four days' visit). The students' questionnaire, the classroom observation and teachers' interview results revealed that teachers were not ready enough in presenting speaking lesson. They were also not seen using effective techniques and strategies, being aided with supplementary materials. They were using whole class sitting arrangement almost all the time, so the students did rarely in groups or in pairs. Totally the teachers' role in developing communicative activities and presenting these to their students in a meaningful and memorable way was found to be very low or poor.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The main objective of this study was to investigate the classroom practice of teaching speaking skills. Teachers and researchers in language teaching/learning insist that putting a great effort is necessary to develop speaking competence (Brown et al. 1984). That means, students' English language speaking skills are not almost enhanced, or further improved as it was expected due to the fact that lack of the right use of strategies, techniques, classroom setting, teaching materials, etc for teaching the speaking skills.

Teaching speaking is a very important part of language teaching, since it enhances communicative efficiency. Just like the other skills, it has its own goals. To achieve these goals, teachers need to use appropriate techniques and procedures in speaking classes. Nunan (1991) confirms that it is important to have a clear understanding and a firm grasp of the wide range of techniques and procedures through which the oral ability can be developed.

However, the researcher of this study has recognized students who have faced difficulty even after completing high school in using speaking skills for real communication. They are, rather, forced to use their first language instead. From his personal experience, the researcher feels that the problem is also common among some college and university in his area. He believes that ineffective learning might result from ineffective teaching.

Even though research has been conducted on the teaching of speaking skills internationally, a few has been done in our country. Therefore, the researcher believes that this area merits attention and should be researched. The study is hoped to bridge the existing research gap in the area, to help English teachers to use the right techniques and strategies, and to show different activities which are helpful for teaching speaking skills.

The general objective of the research was to investigate the classroom practice of teaching English speaking skills. In order to investigate this practice the researcher focused to look in to the general roles of English teachers in speaking classes, to look in to the techniques used by teachers to teach speaking skills, to look in to the strategies used by teachers to teach speaking skills, to identify what activities teachers use in teaching speaking classes, to look in to the roles of the students in speaking classes, and to identify the kind of materials teachers use to teach speaking skills. Therefore, the study focused to answer the above elements which are mentioned in the objective.

The findings of this study were hoped to raise teachers' awareness of using appropriate techniques and strategies to teach speaking skills; provide valuable insight into the learners on what role they have to play in order to facilitate their learning; give clues to administrators and supervisors on how to assist teaching speaking skills; serve policy makers and curriculum designers.

This study was conducted at Grazmach Pawlos Secondary school which is found in S/N/N/P/R, Kaffa Zone, Bonga town. The study focused on the grade ten levels in the school. The school was chosen due to its geographical proximity to the researcher. The researcher believed that the study would have come up with more generalizable results if it included many schools throughout the country.

Many educators suggested that speaking is a very difficult skill and given little attention in education. For instance, Haliday (1990) revealed that the spoken language is the most difficult compared to the other skills, has been given little or no recognition in educational thinking and certainly it has not been considered as a vehicle of learning. Bygate (1993) also stated that speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted, and/or also due to the fact that speaking is transient and improvised, and therefore be viewed as facile, superficial, or glib.

Speaking is a means of increasing the students' confidence, building a warm, uninhibited, confident, sympathetic relationship among the students and between the teacher and students. It is a means by which the students can see the practical and tangible value or use of the language as they speak and interact through it (Rivers 1985; Brown et al. 1989). It gives life to the classroom teaching learning process.

As it has been discussed briefly in chapter one, the main purpose of this study was, therefore, to investigate the practice of teaching English speaking skills. The study was focused in Grazmach Pawlos Secondary high school, particularly in grade ten, in Kaffa Zone. The researcher focused mainly on the teachers' role, students' role, the techniques and procedures (strategies) used by the teachers, the activities, and the resources used to teach speaking skills in speaking classes.

Simple Random Sampling (SRS) was used in this research. In this study, both qualitative and quantitative research methods were employed. To gather information on the above main objectives various instruments were used. Those are: students' questionnaire, classroom observation and teachers' interview. The data were categorized and descriptively analyzed. The findings revealed that inappropriate teaching speaking techniques and procedures were used in the mentioned grade level. Teachers were observed using the traditional way of teaching speaking which is dominated by reading model dialogues aloud asking and answering. There has been little or no time given for the modern (current approach) teaching speaking techniques and activities. The consequences of inappropriate speaking practices use has resulted in the weak performance of the students in speaking.

To that end, this research paper provides recommendations that could bring about a change in the practice of teaching and learning speaking in the grade level studied so that current techniques and procedures of teaching speaking should be employed or improved.

5.2 Conclusions

From all that has been discussed and analyzed so far, the following conclusions have been drawn.

- It is obvious that the role of a language teacher is to create the best conditions for learning. To do so, a teacher is expected to act differently in different situations. Concerning teaching speaking, a teacher has to play his role in all stages (presentation, practice and production) actively. However, all the data showed that the teachers were not playing active roles in developing speaking skills. They did not present the lessons in a memorable and meaningful way. No maximum amount of practice was given for students. It could be observed from the data that they did not create enough opportunities for students to use English (speaking) in real life communication. The data revealed that they rather focused on doing activities in the textbook mainly through drills and dialogues.

Generally, teachers are hardly playing their role in presenting the lessons, giving appropriate practice, supervising and monitoring the practice sessions, motivating the learners, and giving activities for free production.

- Even though language teachers are expected to teach speaking skills by using different techniques and strategies, the data indicated that the selected teachers were using the traditional approach. The techniques mostly used were questions and answers, dialogues, explanation and translation. Moreover, they were teaching speaking skills discretely. Teachers were giving correction to students' errors and mistakes in a discouraging way. They were using the techniques such as denial and questioning. They rarely used strategies to develop learners' speaking skills.

- English teachers are required to develop speaking activities which enable students to use the language for communication. However, the study depicted that the teachers were using only textbook activities which are dialogues, questions/ answers and sometimes telling stories. As the analysis of the data reveals the activities in the textbook were even not adapted to meet the need of the learners. The students were seen reading the activities and writing the answers in their exercise books.

- In developing speaking skills, the students also have their own role. Even though a lot is expected of them, the result of the study showed that they mostly tended to be passive in the classroom. As the data indicated the students did not use English outside their classroom, especially in real life communications. Consequently, the result showed that the students have poor performance due to lack of learning speaking strategies. Teachers should have to teach the learning speaking strategies and encourage them to use it not only in classroom but also outside the classroom.

- The analysis also showed that the only teaching material used to teach speaking skills was the textbook. No teaching aids or other supplementary materials were seen being used to develop the skills.

- It could be observed that mainly one type of setting was used. The whole class method was usually seen to be applied for teaching speaking skills. As the data revealed, students rarely worked in pairs or groups. The arrangements of the desks were not convenient for group discussions. And also the class size (which is more than 50 students in a class) and the uncomfortable classroom facilities also have their own contributions for less achievement in teaching speaking skills.

5.3 Recommendations

Based on the drawn conclusions, the following recommendations have been made.

- Teachers should play their role in creating opportunities for learning speaking skills through presenting the lessons systematically and meaningfully, devising and providing maximum amount of practice, giving regular and frequent activities to use the language (speaking) freely. In addition, they have to play their role in supervising, guiding, motivating, and managing the students' learning processes.

- They should use different techniques and strategies to accommodate learning speaking skills in the unfavorable environment of the classroom. They are advised to use group/pair work, project work, oral report, interview, panel discussion, presentation and other elicitation techniques to develop speaking skills. Teachers should teach speaking skills integrated with other skills, especially with listening, reading and writing. Teachers have to assess their students' speaking performance continuously. They should give gentle and systematic correction to their students' errors and mistakes. Based on this, they are advised to use techniques such as echoing (raising intonation) and showing incorrectness (almost right, can you say that again?). They are also needed to teach/ train speaking strategies to develop students' learning autonomy.

- Teachers should develop speaking activities on the basis of the communicative approach. They need to develop activities which enable the learners to use the language (speaking) for the purposes of communicating in the real life. To do so, they have to develop the activities such as information gap, reasoning gap, problem solving, project based, role play, group discussion, opinion gap and picture stories. It would be advisable for teachers to keep a balance between accuracy and fluency while they develop speaking activities.

- **Teaching materials play a great role in developing speaking skills.** On top of this, teachers have to choose and use appropriate teaching aids (materials) that promote the teaching of speaking skills. Hence, they should use audio materials (radio, telephone) and visual materials (television, DVD, CD-ROM, computer and etc), and other teaching aids such as realia, pictures, models, charts, tables, diagrams, and maps to teach speaking skills. In addition, it would be worthwhile to use newspapers, magazines, brochures, journals and other supplementary material to teach speaking skills, especially in an integrative way. Above all, they have to adapt or modify the existing materials for the purpose of teaching speaking skills.

- The way students sit in the classroom affects the way they interact with each other. So, the chairs should be convenient for pair work, small group or large group discussions.

- Continuous language teaching training which is planned by the Ministry of Education should be programmed and given for English language teachers.

- The given time (periods) in the curriculum/syllabus (in a week/month/term/year) for the subject should not be reduced for any purpose. Kaffa Zone Education office has to consider and take the necessary measure or solution for this crucial issue.

- English Language Improving Centre (ELIC) should be established in the school and provided an English day in a week. It gives chances for the students and the school community to use the language for the means of communication.

- Generally, it is the belief of the researcher that concerned bodies (Ministry of Education, school administration, teachers, students, and parents) can bring a change through working together and providing all the necessary support for the learners.

Reference

- Acklam, B. (1994). *The Production of Functional Materials and Their Integration within Existing Language Programmes*. Mimeographed.
University of Reading.
- Allwright, R. (1981). *Language Learning through Communicative Principles*. In Brumfit, C.J. and Johnson, K. (eds.). *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press.
- Anderson, N. and Lynch, P. 1988. *Observation in the Language Classroom*. London. Longman.
- Anthony, E. 1963. "Approaches, Method and Technique." *ELT Journal* 17: 637.
- Atkins, et al. 1995. *College English* vol. I. Addis Ababa university press.
- Benson, P. and Voller, P. (1997). *Autonomy and Independence in Language Learning*. London: Longman.
- Breen, M., and C. Candlin. 1980. *The Essentials of a Communicative Curriculum in Language Teaching*. *Applied Linguistics*, 1(2), 89-112.
- Brown, H. D. (1980). *Principles of Language Learning and Teaching*. New Jersey: Prentice Halls. Inc.
- Brown, H.D. (1985). *Principles of Learning and Teaching*. Englewood Cliffs, JC: Prentice Hall.
- Brown, H.D. (1987). *Teaching Talk*. Cambridge. Cambridge University Press.
- Brown, et al. (1984). *Listening to Spoken Language*. Longman.
- Brown, et al. (1989). *Teaching the Spoken Language*. Cambridge University Press.
- Brumfit, C.J. (1979). *Accuracy and Fluency as Polarities in Foreign Language Teaching Materials and Methodology*. *Bulletin CILA* 29:89-99.
- Burgess, S. 1994. *From Communication to Curriculum*. Hammond Sport, Penguin.
- Bygate, M. (1993). *Speaking*. Oxford. Oxford University Press.
- Byrne, D. (1990). *Teaching Oral English*. UK: Longman. Clark,
- Clark, J. (1987). *Curriculum Renewal in School Foreign Language Learning*. Oxford: Oxford University Press.

- Cohen, A. (2007). *Strategy Training for Second Language Learners*.
Retrieved on October,20,2011,<http://www.cal.org/resources/Digest/0302cohen.htm/>.
- Cotterall, S. and Crabbe, D. (1999). *Learner Autonomy in Language Learning: Defining the Field and the Effecting Change*. Berlin: Peter Lang.
- Cunningsworth, A. (1979). *Evaluating and Selecting ELT Teaching Materials*. Heinemann International, Oxford.
- Dickinson, L. (1995). *Self-Instruction in Language Learning*. Cambridge: Cambridge University Press.
- Dornyei, Z. (1998). *Motivation in Second and Foreign Language Learning*. Cambridge: Cambridge University Press.
- Edge, J. (1993). *Co-operative Development*. *ELT Journal*, 46/1, pp.62-70.
- Ellis, R. 1994. *Communicative Strategies and the Evaluation of Communicative Performance*. *ELT Journal* 38/1: 39-44.
- Fasil Demise. (1992). *Communicative Strategies Employed by Senior High School Students in Oral Production of English*. (MA Thesis). Addis Ababa University.
- Gardner, R. C. and MaCintyre, P.D. (1993). *A Student's Contributions to Second Language Learning Part II: Affective Variables*. *Language Teaching* 26:1-11.
- Haliday, M. A. K. (1990). *Spoken and Written Language*. Oxford. Oxford University Press.
- Hall, S. (1997). *Language Learning Strategies: From the ideals to classroom tasks*. Language and communication division, Temasek Polytechnic on internet.
- Harmer, J. (1991). *The Practice of English Language Teaching*. London. Longman
- Harmer, J. (2001). *The Practice of English Language Teaching*. Malaysia: Pearson Education Limited.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford. OUP.
- Hutchinson, J. and Torres, K. (1994). *Communicative Syllabus Design and Methodology*. Oxford: Pergamon.
- Jenenew Bekele. (2006). *Teachers' and Students' Role Implementation in EFL Speaking Class room*. (MA Thesis). Addis Ababa University.
- Johnson, K. and K. Morrow (eds.) (1981). *Communication in the Classroom: Applications and Methods for a Communicative Approach*. London: Longman Group Ltd.

- Jones, R. (1993). *How to Master Languages*. Play Mouth: How to Book Ltd.
- Kohonen, V. et al. (2001). *Experiential Learning in Foreign Language Education*. London: Longman.
- Lessard-Clouston, M. (1997). *Language Learning Strategies: An overview for L2 teachers*. The internet TESL journal.
- Mc Donough, J. And Shaw, C. (1993). *Materials Method in ELT*. Oxford: Oxford University Press.
- Mc Donough, J. And Shaw, C. (2003). *Materials and Method in ELT: A Teacher's Guide*. Oxford: Blackwell Publishers Ltd.
- Nolasco, R. and L. Arthur. (1988). *Trying Doing it with a Class of Forty*. *ELT Journal*, 40/2, pp. 100-106.
- Nunan, D. (1985a). *Language Teaching Course Design: Trends and Issues*. Adelaide: National Curriculum Resource Center.
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge University Press.
- Nunan, D (1991). *Language Teaching Methodology: Book for Teachers*. New York: Prentice Hall International.
- O'Malley and Chamot. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: CUP.
- Oxford, R L. (1990). ***Language Learning Strategies***. New York: New Bury House Publishers.
- Oxford, R. (2001). *Language Learning Strategies*. In R. Carter and D. Nunan (eds.). *The Cambridge Guide to Teaching English to Speakers of other Language*. Cambridge: Cambridge University Press.
- Parrott, M. (1993). *Tasks for Language Teachers*. Cambridge: Cambridge University Press.
- Pattison, P. (1987). *Developing Communication Skills*. Cambridge: Cambridge University Press.
- Penny, U. (1987). *The Communicative Approach to Language Teaching*. Oxford. Oxford University Press.

- Prabhu, N. (1987). *Second Language Pedagogy: A Perspective*. Oxford. Oxford University Press.
- Richards, J. C. (1989). *Modern Foreign Languages and their Teaching*. Cambridge. Cambridge University Press.
- Richards, J. C and Platt, H. (1992). *Longman Dictionary of Language Teaching and Applied Linguistics*. Harlow: Longman.
- Richards, J., and T. Rodgers. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Rivers. W.M. (1988). *Teaching Foreign Language Skills (2nded)*. Chicago: Chicago University Press.
- Rivers. W.M. (1989). *Communicating Naturally in Second Language*. Cambridge. Cambridge University Press.
- Rubin, J., and I. Thompson. (1982). *The Good Language Learner*. Boston Mass.: Heinle and Heinle.
- Scharle, A. and Szabo, A. (2000). *Learner Autonomy: A Guide to Developing Learner Responsibility*. Cambridge: Cambridge University Press.
- Stern, H.H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.
- Stern, H.H. (1992). *Issues and Options in Language Teaching*: Oxford: Oxford University Press.
- Stevens, P. (1987). *Interaction Outside the Classroom: Using the Community*. In Rivers.
- Taye Gebrmariam. (2008). *A Comparative Study of Televised and Non- Televised Speaking Skills Teaching Techniques*. (MA Thesis). Addis Ababa University
- Tesfaye Alemu. (2007). *Communication Strategies Utilized by Omo TII Teachers in Oral Production of English*. (MA Thesis). Addis Ababa University.
- Thanasoulas, D. (2007). *What is Learner Autonomy and How can it Be Fostered?* The Internet TESL Journal, VI (11), Retrieved in Sep. 2011.
From//<http://itesli.org/Articles/Thanasoula.autonomy.htm/>.
- Tomilinson, B. (1998). *Materials Development in Language Teaching*. Cambridge. Cambridge University Press.

- Tsegaye Tafere. (1995). *Speaking Strategies Employed by First Year Students at Kotebe College of Teachers Education*. (MA Thesis). Addis Ababa University.
- Underhill, N. (1987). *Testing Spoken Language. A handbook of oral testing techniques*. Cambridge: Cambridge University Press.
- Wenden, A. (1991). *Learner Strategies for Learner Autonomy*. London: Prentice Hall International.
- Wenden, A. and Rubin, J. (1987). *Learner Strategies in Language Learning*. London: Prentice Hall International.
- Williams and Burden. (1997). *Psychology for Language Teachers: A social Constructivist Approach*. Cambridge: Cambridge University Press.
- Wright, A. (1989). *Pictures for Language Learning*. Cambridge. Cambridge University Press.

Appendix A

Questionnaire for Students

Dear Student, the purpose of this questionnaire is to gather data for a study leading to an MA degree in Teaching English as a Foreign Language (TEFL). This study aims at describing your classroom practices in speaking classes. It also identifies some problems, if any, which are related to teaching speaking skills.

The researcher hopes that the result of this study will create better awareness about teaching speaking skills. The information you provide through this questionnaire will remain confidential throughout and will only be used for this research purpose. Therefore, please **be honest** and **feel free** to provide actual information.

Your contribution to the success of this study is highly appreciated.

Thank you!!

Sincerely yours,

Israel Getachew

School of graduate studies

Jimma University

Part I: Teacher's Role in speaking classes

The following statements are about the role of English teachers in developing speaking skills. Read the statements carefully and relate them to your current English teacher. Use a tick mark (/) to indicate the degree to which you agree to their role implementation under the appropriate column:

very high (1), high (2), average (3), low (4), very low (5)

No.	Item The role of the teacher in:	Very low (1)	Low (2)	Average (3)	High (4)	Very high (5)
1	arranging and organizing your group discussion.					
2	presenting the new language you need to practice in speaking systematically and meaningfully.					
3	giving you chances to participate in speaking activities.					
4	encouraging you to say something in English.					
5	giving you appropriate amount of practice.					
6	monitoring your performance to see that it is satisfactory.					
7	guiding and supervising you during your group/pair discussion.					
8	providing you with activities for free expressions.					
9	teaching you speaking strategies.					
10	advising you to use your strategies to learn speaking.					

Part II: Techniques and Strategies Used by the Teacher

2.1 Techniques Used in Speaking Classes

The following statements are about **techniques used by English teachers** to teach speaking skills. Read each statement carefully and respond according to your teacher by putting a tick mark (/) under the alternative given in front of each statement to indicate how frequently your teacher uses them to teach you speaking skills. Use: -, Never (1), Rarely (2), Sometimes (3), Usually (4), Always (5).

No.	Item Techniques used:	Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)
1	Group discussion					
2	Dialogues /conversation					
3	Questions and Answers					
4	Translation /interpretation					
5	Instruction					
6	Panel Discussion					
7	Debating					
8	Oral report					
9	Story telling					
10	Interview					
11	Role play					
12	Drama					

2.2 Strategies Used in Speaking Classes

The following are **strategies used by English teachers** to teach speaking skills. Read them carefully and put a tick mark (/) under the corresponding column:

Strongly disagree (1), disagree (2), undecided (3), agree (4), strongly agree (5).

No.	Item The teacher:	Strongly disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly agree (5)
1	helps me discover what ways of learning work best for me in developing speaking skills.					
2	experiments me with different ways of using language (games, different arrangement of words and etc).					
3	helps me keep on talking through teaching me speaking strategies such as using gestures.					
4	helps me find quick ways of recalling what I have learned by using rhymes, particular contexts and personal experiences.					
5	helps me ask for error correction.					
6	encourages me to speak English outside the classroom.					
7	helps me not to be so much concerned with accuracy.					

Part III: Activities Used for Developing Speaking Skills

The following questions are about the kind of activities you perform (do) in the classroom or outside the classroom. They ask you how often you do them for practicing or developing speaking skills. Read each questions carefully and put a tick mark (/) under each column of the measurements by using the scale below:

Never (1), Rarely (2), Sometime (3), usually (4), Always (5).

No.	Item (questions) How often do you perform:	Never (1)	Usually (2)	Some times (3)	Rarely (4)	Always (5)
1	information gap activities such as sharing ideas with each other?					
2	problem solving activities (puzzles)?					
3	role play activities (taking the role of the others and acting)?					
4	group discussions?					
5	project based activities (performing certain tasks to learn speaking)?					
6	prepared monologues (in which each of you are asked to prepare to talk about a hobby or personal interest for two or three minutes)?					
7	drills (dialogues) in which one person asks a question and another gives an answer?					
8	opinion gap activities, which involve identifying and articulating personal feeling or attitude?					
9	reasoning gap activities in which you give reasons?					
10	activities of picture stories?					

Part IV: Student's Role

The following are strategies used by learners to develop speaking skills. Read them carefully and decide whether you use them: never (1), rarely (2), sometimes, (3) usually (4), always (5). Please put a tick mark (√) in the space provided corresponding to your answer.

No.	Items	Never (1)	Rarely (2)	Some times (3)	Usually (4)	Always (5)
1	I speak English outside the classroom.					
2	I ask my teacher for clarification when I don't understand what he/she says.					
3	I participate in pair and group work.					
4	I ask my teacher or class-mates for correction of errors in my speaking.					
5	I listen to the discussion and report back to the class.					
6	I try to correct myself when I feel that I am not using the correct form while speaking.					
7	I plan my way of developing speaking skills.					
8	When I can't think of the word while speaking in English I tend to use physical motions such as gesture in place of it to indicate the meaning					
9	I talk and share ideas about language learning problems and effective speaking strategies with my teacher and classmates					
10	I evaluate my weaknesses and strengths in speaking English					

Part V: Teaching materials (Resources) used for teaching speaking skills

Instruction: Read the following questions and fill the boxes in front of them by using ‘Yes’ or ‘No’. Please put a tick mark (/) in the boxes corresponding to your answer. If your answer is “Yes”, write your evidence briefly.

1. Are there supplementary materials (audio-video materials) in the classroom that help you learn English?

Yes _____ No _____

If ‘Yes’, mention three of them and write briefly the programs you attend or (enjoy).

2. Do you learn speaking skills using teacher-made teaching aids (charts, diagrams, models, maps, flash cards, wall charts, etc)?

Yes _____ No _____

If ‘Yes’, list four of them and write briefly how you learnt with the help of them.

3. Do you use any of the above mentioned materials at your own home to learn speaking skills?

Yes _____ No _____

If ‘Yes’, list three of them and write briefly how you use them.

Finally, I thank you once again for filling all the questionnaire questions in five parts.

በጂማ ዩኒቨርሲቲ

ሶሻል ሳይንስና ሂደታዊ ስራ ስራ

በድህረምረቃ መርሃ ግብር

የአንግሊዝኛ ቋንቋ እና ሥነ ጽሑፍ ትምህርት ክፍል

በተማሪዎች የሚሞላ መጠይቅ

ውድ ተማሪዎች የዚህ መጠይቅ ዋና ዓላማ ለድህረ ምረቃ የሚያበቃ የሚሟሟ ጥናታዊ ጽሑፍ ለማቅረብ ይቻል ዘንድ በ10ኛ ክፍል የአንግሊዝኛ ቋንቋ የንግግር ክህሎት በማስተማር አተገባበር ላይ ያተኮረ መረጃዎችን ለማሰባሰብ ብቻ የታለመ ሲሆን የዚህ ጥናት ውጤትም የንግግር ክህሎትን በማስተማር አተገባበር ላይ ያለንን ግንዛቤ ያጎለብታል ብሎ አጥኝው ያምናል።

በመሆኑም የጥናቱ ዓላማ ከላይ ለተገለጸው ግብ ብቻ እንደሚውል በመገንዘብ ትክክለኛውን መረጃ በቅንነትና በነጻነት እንድትሰጡ በታላቅ አክብሮት ትጠየቃለችሁ።

በመጠይቁ ላይ ስም መጻፍ አያስፈልግም።

ስለትብብራችሁ በቅድሚያ ላመሰግን እወዳለሁ።

ከሰላምታ ጋ!

እስራኤል ጌታቸው

በጂማ ዩኒቨርሲቲ የድህረምረቃ መርሃ ግብር

የአንግሊዝኛ እና ሥነ ጽሑፍ ትምህርት ክፍል

2007 ዓም

መጠይቁን የሚሞላው ተማሪ

ዕድሜ _____

ጾታ _____

የክፍል ደረጃ _____

የትቤቱ ስም _____

መመሪያ- ከዚህ በታች በአምስት ክፍል ለቀረቡት መጠይቆች ትክክለኛ የመ አማራጭ ይሆናሉ ተብለው የታሰቡ አማራጮች ቀርቦታ እያንዳንዱን ጥያቄ በጥሞና ካነበባችሁ በኋላ ለጠያቂዎቹ ተገቢ መልስ ይሆናል ከምትሉት ምረጫ ስር በሚገኝ ሳጥን ውስጥ 99 ምልክተ በማኖር መልሳችሁን ስጡ።

ክፍል አንድ

በክፍል ውስጥ የእንግሊዝኛ ቋንቋ የንግግር ክህሎት በማስተማር ሂደት ላይ የመምህሩን ሚና በተመለከተ

በዚህ ክፍል ስር ለእያንዳንዱ መጠይቅ የመምህሩ አተገባበር መጠን የሚገልጹ አምስት የመልስ አማራጮች ቀርቦታ::

እነሱም- በጣም ዝቅተኛ (1) ዝቅተኛ (2) መካከለኛ (3) ከፍተኛ (4) በጣም ከፍተኛ (5)

ተቁ	የመጠይቅ ዓይነት የመምህሩ ሚና	በጣም ዝቅተኛ (1)	ዝቅተኛ (2)	መካከለኛ (3)	ከፍተኛ (4)	በጣም ከፍተኛ (5)
1	ተማሪዎችን ለቡድን ሥራ የማዘጋጀትና የማደራጀት					
2	አስፈላጊ የሆኑ አዳዲስ ቃላትን አገልገሎትን ሥርዓትና ትርጉም ባለው መንገድ እንዲለማመዱና እንዲተገብሯቸው የመቅረብ					
3	ተግባራዊ በሆኑ የንግግር መልመጃዎች እንድትሳተፍ ዕድል የመስጠት					
4	በእንግሊዝኛ ቋንቋ እንድትናገሩ የማበረታታት					
5	የንግግር ልሂልን ሊያገለብቱ የሚችሉ ተገቢ መጠን ያላቸውን መልመጃዎችን የመስጠትና የማሰራት					
6	የአተገባበር የአፈጻጸም ብቃትህን/ ሽን በቅርብ የመከታተልና የመቆጣጠር					
7	በቡድንና በጥንድ ውይይት ወቅት እያንዳንዱን ቡድን የመምራትና የመቆጣጠር ብቃት					
8	ሀሳብህን/ሽን በነፃነት መግለፅ የሚያስችሉ መልመጃዎችን የማዘጋጀትና የማቅረብ ብቃት					
9	የንግግር ክህሎትን ለማጎልበት የሚረዱ ስትራቴጂዎችን የማስተማር					
10	የንግግር ክህሎት/ሽን እንደታገለገለት ቺ የራስህን/ሽን ስትራቴጂ እንድትጠቀም/ሚ የመምከርና የማበረታታት ችሎታ					

ክፍል ሁለት

የንግግር ክሊልት ለማስተማር መምህሩ ክዳል ውስጥ ባሚገኝ ቀማ ውጭክኩኖ ስፔራቴ ጾቻ

2.1 መምህሩ የእንግሊዝኛ ቋንቋ የንግግር ክሊልት ለማስተማር የሚጠቀምባቸው ቴክኒኮችን በተመለከተ የሚከተሉትን እያንዳንዱ የንግግር ክሊል የማስተማሪያ ቴክኒክን መምህሩ በምን ያህል መጠን (frequency) እንደሚጠቀም የሚያመለክቱ አምስት የመልስ አማራጮች ተሰጥተዋል።

እነሱም- 1. ፈጽሞ/ በጭራሽ (1) አልፎ አልፎ (2) አንዳንድ ጊዜ (3) ብዙ ጊዜ (4) ሁል ጊዜ (5)

ተቁ	የማስተማሪያ ቴክኒክ ዓይነት	ፈጽሞ	አልፎ አልፎ	አንዳንድ ጊዜ	ብዙ ጊዜ	ሁል ጊዜ
1	የቡድን ውይይት					
2	ጭውውት					
3	ጥያቄና መልስ					
4	ትርጉም /ማብራሪያ					
5	ማዘዝ /መምራት					
6	የጥንድ ውይይት					
7	ክርክር					
8	የቃል ሪፖርት					
9	ተረት መናገር					
10	ቃለ መጠይቅ					
11	የአንድን ሰው ማና መጫወት					
12	ድራማ					

ክፍል ሦስት

የንግግር ክህሎት ለማጎልበት በክፍል ውስጥ የሚሰጡ መልመጃዎችን በሚመለከት

የሚከተሉት የተለያዩ መልመጃዎች የንግግር ክህሎት ለማዳበር የሚረዱ በክፍል ውስጥ የሚሰሩ መልመጃዎች ሲሆኑ እነዚህን መልመጃዎች ለምን ያህል ጊዜ እንደምታዘውትሩ ለመግለፅ ይረዳችሁ ዘንድ አምስት አማራጮች ተሰጥተዎታል፡፡

እነሱም- ፈፅሞ(1) : አልፎ አልፎ (2) አንዳንድ ጊዜ (3) ብዙን (4) ጊዜ ሁል ጊዜ (5)

ተ/ቁ	የሚከተሉትን መልመጃዎች ዓይነቶች ለምን ያህል ጊዜ አዘውትራችሁት ስራላችሁ?	ፈፅሞ (1)	አልፎ አልፎ (2)	አንዳንድ ጊዜ (3)	ብዙ ጊዜ (4)	ሁል ጊዜ (5)
1	የመረጃ ክፍተት (Information gap activities) መልመጃዎች ለምሳሌ ሃሳብን የመለዋወጥ መልመጃዎች					
2	ችግርን የመፍታት መልመጃዎች (Puzzles)					
3	የአንድን ሰው ሚና በመውሰድ አስመስሎ መጫወት (Role play activities)					
4	የቡድን ውይይት (Group discussion)					
5	የታቀዱና የተደራጁ ንግግር ለማጎልበት የታቀዱ መልመጃዎች					
6	አጭር ንግግር ማዘጋጀትና መለማመድ					
7	በጠያቂና መልስ ሰጪ መካከል የሚካሄድ ምልልስ ላይ መሰረት ያደረጉ መልመጃዎች					
8	ስሜትንና አመለካከትን የመግለጽ መልመጃዎች (Opinion gap activities)					
9	ምክንያትን የመግለጽ መልመጃዎች (Reasoning gap activities)					
10	ስዕሎች ላይ መሰረት ያደረጉ ትረካዎች/ ገለጻዎች					

ክፍል አራት

የእንግሊዘኛ ቋንቋ የንግግር ክህሎት በመማር ማስተማር ሂደት ላይ የተማሪው ሚናን የተመለከተ

የሚከተሉት ዝርዝር ስትራቴጂዎች ተማሪዎች የንግግር ክህላቸውን እንዲያጎለብቱ የሚያስችሉባቸው ስትራቴጂዎች ናቸው። በመሆኑም የሚከተሉት እያንዳንዱ ስትራቴጂ በምን ያህል መጠን እንደምታዘወትራቸው ከተሰጡህ አምስት አማራጮች ትክክለኛውን በመለየት መልሱን አመልክት።

አማራጮቹም- ፈጽሞ (1) አልፎ አልፎ (2) አንዳንድ ጊዜ (3) ብዙ ጊዜ (4) ሁል ጊዜ (5)

ተ/ቁ	ተማሪው በክፍል ውስጥ የሚጠቀማቸው ስትራቴጂዎች	ፈፅሞ (1)	አልፎ አልፎ (2)	አንዳንድ ጊዜ (3)	ብዙ ጊዜ (4)	ሁል ጊዜ (5)
1	በንግግር ክህሎት ትምህርት ክፍለ ጊዜ በእንግሊዘኛ እናገራለሁ።					
2	ግልፅ ያልሆነልኝን ወይም ያልገባኝን ነገር መምህራን ማብራሪያ እጠይቃለሁ።					
3	በጥንድና በቡድን ስራ እሳተፋለሁ።					
4	በምናገርበት ጊዜ የተሳሳትኩት እንዳለ የክፍል ጓደኞቼን ወይም መምህራን እጠይቃለሁ።					
5	ውይይቱንም ሆነ ለክፍል የሚቀርበውን ሪፖርት አዳምጣለሁ።					
6	በምናገርበት ጊዜ የተሳሳትኩት እንዳለ ከተሰማኝ ስህተቴን ራሴ ለማረም እጥራለሁ።					
7	የንግግር ክህሎት በራሴ መንገድ ለማጎልበት አቅዳለሁ።					
8	በምናገርበት ጊዜ ልገልጸው ተፈለኩት ቃል ማስታወስ ባልቻል በቃሉ ፋንታ የሰውነት ምልክት ወይም እንቅስቃሴ እጠቀማለሁ።					
9	ቋንቋን በመማር ሂደት ላይ ስለሚገጥሙ ችግሮችም ሆነ የንግግር ክህሎት ለማጎልበት የሚረዱ ውጤታማ ስትራቴጂዎችን በተመለከተ ከመምህራንና ከክፍል ጓደኞቼ ጋር ሃሳብ እለዋወጣለሁ።					
10	የንግግር ክህሎትን ደካማና ጠንካራ ጎኖቼን እገመግማለሁ።					

ክፍል አምስት

የንግግር ክሂልን ለማስተማር የሚረዱ የማስተማሪያ መሳሪያዎችን በተመለከተ

ትዕዛዝ የሚከተሉትን ጥያቄዎች በጥሞና በማንበብ ከተሰጡት ሁለት አማራጭ ሳጥን ውስጥ ትክክል ነው የምትሉት ውስጥ (✓) ምልክት አኑር ሪ መልስህ አዎን ከሆነ መረጃህን ሽን በግልፅ አስቀምጥ/ጭ::

1. የእንግሊዝኛ የንግግር ክሂላችሁን ለማጎልበት የሚረዱ ተጨመሪ መሳሪያዎች ቴፕ ሪከርደር ቪዲዮ ወዘተ በመማሪያ ክፍል ውስጥ ይገኛሉ?

አዎ

የለም

መልስህ ሽ አዎ ከሆነ የምትጠቀሙትን ተጨማሪ የማስተማሪያ መሳሪያዎች (ቴፕ ሪከርደር ቪዲዮ ወዘተ) በመማሪያ ክፍል ውስጥ ይገኛሉ::

2. የእንግሊዘኛ የንግግር ክሂላችሁን ለማዳበር መምህራችሁ በሚሰራው መርጃ መሳሪያዎች (ቻርቶች ዲያግራሞች ሞዴሎች ካርታዎች ፍላሽ ካርዶች ወዘተ) በመታገዝ ትማራላችሁ?

አዎ

የለም

መልሳችሁ አዎ ከሆነ የተጠቀማችኋቸውን መርጃ መሳሪያዎች ዘርዝረህ ያፍ/ፊ::

3. የእንግሊዘኛ የንግግር ክሂላችሁን ለማጎልበት ከላይ በመጠይቁ ከተዘረዘሩት የመማሪያ መርጃ መሳሪያዎች ውስጥ በቤትህ/ሽ የምትጠቀሙ ሚው አለ::

አዎ

የለም

መልሳችሁ ዎ ከሆነ የተጠቀማችሁትን መርጃ መሳሪያዎች ዘርዝረህ ያፍ/ፊ::

Appendix-B

Classroom Observation Checklists

Table 1: Observation Checklist for Identifying the Role of Teachers

N o.	Items The role of the teacher in:	Teacher-1							
		Day (on the first week)							
		One		Two		Three		Four	
		yes	no	yes	no	yes	no	yes	no
1	arranging and organizing your group discussion.								
2	presenting the new language you need to practice in speaking systematically and meaningfully.								
3	giving you chances to participate in speaking activities.								
4	encouraging you to say something in English.								
5	giving you appropriate amount of practice.								
6	monitoring your performance to see that it is satisfactory.								
7	guiding and supervising you during your group/pair discussion.								
8	providing you with activities for free expressions.								
9	teaching you speaking strategies.								
10	advising you to use your strategies to learn speaking.								

Table 2: The Observation Checklist for Identifying Techniques used by Teachers

No	Are the following techniques used?	Teacher-1								Teacher-2								Teacher-3							
		Day (on the first week)								Day (on the second week)								Day (on the third week)							
		One		Two		Three		Four		One		Two		Three		Four		One		Two		Three		Four	
		yes	no	yes	no	yes	no	yes	No	yes	no	yes	no	yes	no	yes	No	yes	no	yes	no	yes	no	yes	no
1	group discussions																								
2	dialogues /conversations																								
3	questions and answers																								
4	Translations /interpretations																								
5	debating /panel discussion																								
6	Instructions																								
7	oral report																								
8	story telling																								
9	Interview																								
10	role play and drama																								

Table 3: The Observation checklist for Identifying Strategies used by Teachers

N o.	Items	Teacher-1								Teacher-2								Teacher-3							
		Day (on the first week)								Day (on the second week)								Day (on the third week)							
		One		Two		Three		Four		One		Two		Three		Four		One		Two		Three		Four	
		yes	no	yes	no	yes	no	yes	No	yes	no	yes	no	yes	no	yes	No	yes	no	yes	no	yes	no	yes	no
1	helping students discover what ways of learning work best for them in developing speaking skills.																								
2	experimenting them with different ways of using language (games, different arrangement of words and etc).																								
3	helping them keep on talking through teaching them speaking strategies such as using gestures.																								
4	helping them ask for error corrections.																								
5	encouraging them to speak English outside the classroom.																								
6	helping them not to be so much concerned with accuracy																								

Table 4: The Observation Checklist for Identifying Activities Developed by Teachers

No	Are the following activities done in the classroom?	Teacher-1								Teacher-2								Teacher-3							
		Day (on the first week)								Day (on the second week)								Day (on the third week)							
		One		Two		Three		Four		One		Two		Three		Four		One		Two		Three		Four	
		yes	no	yes	no	yes	no	yes	No	yes	no	yes	no	yes	no	yes	No	yes	no	yes	no	yes	no	yes	no
1	information gap activities?																								
2	problem solving activities (puzzles)																								
3	role play activities																								
4	Pair/group work																								
5	project based activities																								
6	prepared monologue																								
7	Dialogues																								
8	questions and answers																								
9	opinion gap activities																								
10	reasoning gap activities																								
11	picture stories /telling stories																								

Table 5: The Observation Checklist for Identifying the Role of Students

No .	Do students do the following?	Teacher-1								Teacher-2								Teacher-3							
		Day (on the first week)								Day (on the second week)								Day (on the third week)							
		One		Two		Three		Four		One		Two		Three		Four		One		Two		Three		Four	
		yes	no	yes	no	yes	no	yes	No	yes	no	yes	no	yes	no	yes	No	yes	no	yes	no	yes	no	yes	no
1	ask for clarification?																								
2	participate in pair and group discussions?																								
3	ask their teacher or classmates for correction of errors?																								
4	listen to the discussion and report back to the class?																								
5	try to correct themselves?																								
6	use physical motions to indicate the meaning?																								
7	talk and share ideas about language problems and effective speaking strategies with their teacher and classmates?																								
8	participate in role play drama?																								
9	participate in panel discussion/ interview or oral reporting or presentation?																								

Table 6: The Observation Checklist for Identifying the Materials Used

No	Are these materials used?	Teacher-1								Teacher-2								Teacher-3							
		Day (on the first week)								Day (on the second week)								Day (on the third week)							
		One		Two		Three		Four		One		Two		Three		Four		One		Two		Three		Four	
		yes	no	yes	no	yes	no	yes	No	yes	no	yes	no	yes	no	yes	No	yes	no	yes	no	yes	no	yes	no
1	text book																								
2	supplementary books																								
3	Television																								
4	tape-recorder																								
5	CDS, DVD																								
6	charts, maps, diagrams, models																								

Appendix-C

Guided Interview for Grade 10 English Teachers

- 1) From our last time classroom observations and students' response, I observed and understood that the students were not arranged and organized for pair/group work and given chances to involve through speaking activities with appropriate amount of practice. Do you think that you played the right role on those speaking classes?

If not what is your main reason?

- 2) During our class observations I recognized that you couldn't help the students discover what ways of learning work best for them in developing speaking skills and encouraged and told them not to be so much concerned with accuracy. In other word, you couldn't help your students to use the speaking strategies. Could you tell me if you have any reason?

- 3) In all my observation session I have hardly seen activities such as interview, role play/drama, oral report, panel discussions or debating in all speaking classes. Don't you think that those are preferable activities to improve the students speaking skills?

If you think they are the preferable activities for teaching speaking skills, what is/are your reason/s that made you not to implement in speaking classes?

- 4) Different language experts believe that using supplementary materials for classroom lessons is more helpful to teach speaking skills. However, you were using only student's textbook. What is your opinion here?

- 5) As we discussed earlier, students participated less in the classroom. What should your students do to develop their speaking skills?

