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JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND LAW

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

SCHOOL OF GRADUATE STUDIES (MA IN TEFL)

**SPEAKING STRATEGIES EMPLOYED BY SECOND YEAR STUDENTS AT
METTU TTC**

BY

BIZUAYEHU ALAMIREW



**A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE AND
LITERATURE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTERS OF ART IN TEACHING ENGLISH AS A FOREIGN
LANGUAGE (TEFL)**

JUNE, 2014

JIMMA, ETHIOPIA

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JIMMA, ETHIOPIA

Declaration, confirmation, approval and evaluation

Research Title: Speaking Strategies Employed by Second year Students at Mettu Teachers College.

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.

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List of Abbreviations and Acronyms

The abbreviations and acronyms below were repeatedly used in this study and their full transcription is presented as follows.

CLT- Communicative Language Teaching

EFL - English Foreign language

ESL - English as Second Language

ELT- English Language Teaching

FL - Foreign language

LLS- Language Learning Strategies

L1- First Language

L2- Second Language

SPSS - Statistical package for Social sciences



ABSTRACT

This study was conducted to investigate and describe the speaking strategies employed by second year students at Mettu Teachers Training College in their attempt to study English as a major subject during their English classes. It also aimed to explore what the speaking activities and teacher's roles looked like in teaching learning process of spoken English classes. In this descriptive research design both quantitative and qualitative data gathering instruments were used to accomplish the objectives of the study. More specifically, the instruments used in this study were questionnaires, interviews and classroom observations. The targeted populations for this study were 46 students who were learning English as a major subject and an English language teacher who was teaching the spoken English courses in 2006 E.C academic year. The collected data were analyzed using the software SPSS 16.0 to calculate frequency, percentage and mean. The result of the analyses revealed that students employed a variety of speaking strategies. However regarding individual speaking strategies sub summed under the different categories of direct and indirect strategies, some known speaking strategies appeared to be employed less frequently. Furthermore, findings of this research showed that the teacher is aware of the importance of speaking strategy training and provides variety of speaking activities. However, the activities provided were more of fluency oriented activities and strategy training was rarely provided and some known speaking strategies appeared to be employed less frequently and were less developed.

Therefore, this study was concluded by recommending that the students should be provided with adequate courses on speaking skills and more strategy training should be given in using wide varieties of speaking strategies they rarely or infrequently employed by embedding them into regular classroom activities. The teachers should also give due emphasis to find ways of practicing additional speaking activities and strategy training in spoken language classrooms.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Research into language learning strategies began in 1970s and 1980s. Within the field of education, over the last few decades gradual but significant shift has taken place resulting in less emphasis on teachers and teaching and greater stress on learners and learning (Nunan, 1991; Carter and Nunan, 2001). This general shift has paved a way to researchers and language teachers to the study of various strategies of second or foreign language in use to meet the need of communication. As a result of this, focus on and use of language learning strategies became one of the most prominent issues in second and foreign language teaching and learning (McDonough, 1995; O'Malley & Chamot, 1990; Oxford, 1990). Moreover, despite the little attention given to the spoken language, the dynamic shift and development in methods of language teaching throughout history reflect recognition of changes in the kind of proficiency learners' need, such as a move towards oral proficiency rather than reading comprehension as the only goal of language study (Richards and Rodgers, 1986). Thus, a general shift towards an integrated skills approach to the teaching learning of language at all levels has emerged with speaking as one of the most components in the integration (Brown et al., 1984).

Regarding the role that spoken language plays, Haliday (1990, p.96) underlines that "...it is quicker and more effective to check whether a student knows the answer by asking orally in class than by setting a written test every time." At the same time, from the teachers' practical activities and the research studies conducted concerning its importance and place in language teaching and learning, it has come to be understood as a vehicle of language learning through which much language is learnt (Bygate, 1993). On top of this, as stated in Hedge (2000), the main goal of teaching English as a foreign language everywhere is to enable students to communicate in English and to offer them a window to the world. In Ethiopian context, the purpose of English language instruction is to prepare the learners for effective and efficient communication in English in their professional and social situations. In relation to this, in Education and Training Policy of our country, English was issued to be given as a subject starting from grade one and as a medium of instruction starting from grade nine up to higher institutions. This shows that one

of the national focuses of our Education and Training Policy regarding English language is on the development of learners' English language communicative competence.

However, even though language teachers and curriculum designers invested a lot to develop students' speaking skill, its result are not rewarding / encouraging as many of the students are not in a position to speak English inside and outside language classrooms. Moreover, after many years of learning English and additional training course, many of the college and university graduate English teachers including Mettu teachers college graduates are not in a position to use the target language inside and outside the language classrooms and, the majority of students who are now learning English as a major subject in the said college also fit into this general description.

Regarding the mismatch between L2 speakers and their speaking proficiency, it is stated that second/foreign language learners may not be able to communicate effectively and efficiently due to ineffective use of communication strategies that help them to compensate for target language deficiencies and consequently, communication breaks down. Therefore, learners must develop specific communication strategies that enable them to compensate for their target language deficiencies, enhance interaction in the target language, and eventually develop communicative competence (Williams, 1987). Moreover, O'Malley and Chamot (1990) stated that speaking strategies are crucial because they help foreign language learners "in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language" (p.43). As to Hedge (2000), a competent speaker knows how to make use of speaking strategies stating that these strategies come into play when learners are unable to express what they want to say because they lack the resources to do so successfully. Thus, teachers need to use teaching activities and strategies appropriate to teach speaking skills so as to achieve the desired goal behind the teaching of speaking in classrooms. In relation to this, Richards (2008) stated that determining what kind of speaking skills the class will focus on and identifying teaching strategies to teach are some of the important points that need to be addressed in planning speaking activities for English classes.

On top of this, Nunan (1991, p. 1) emphasized that "it is important to have a clear understanding and firm grasp of the wide range of techniques and procedures through which speaking ability

can be developed.” In addition to this, speaking classes also require a variety of activities, adequate training, and opportunities to interact with the target language so that learners can be able to make themselves understood using their current proficiency to the fullest. Thus, providing language learners with strategy training will make them become more critical, efficient and ultimately more autonomous in their attempt to develop competence in their second or foreign language (O’Malley & Chamot, 1990; Oxford, 1990). An important component of language learning strategy training is that of speaking strategies which are considered as those devices used by students either to solve any communication problem or to enhance effective communication.

In relation to strategy training, Sayer (a cited in Griffiths, 2008) stated that training of speaking strategies can have a positive effect on learner’s development of speaking skills. Thus, training can involve explanation of discourse strategies such as negotiating meaning, providing feedback and managing turn taking, learners transcribing recording of their own speech and critiquing.

Moreover, Dornyei (1995) encourages training in speaking strategies explaining the possibility of developing learners speaking strategy use through focused instruction because, L2 learners might benefit from instructions on how to cope with performance problem as L2 communication is problematic. Furthermore, it is suggested that the more we learn about how individuals learn a language, the more we gain a sense of how many different ways we can understand the complex system of language learning and teaching (Chamot, 2004; Oxford, 1990), and examining what strategies learners use leads to exploring how to help learners enhance strategy use by providing specific tasks to the learners so that they can practice and learn how to employ the strategies for other similar tasks (Cohen, 2003; Richards, 2008).

In general, based on such backgrounds, this study was designed to obtain adequate information on learner’s strategy use particularly to investigate the current speaking strategies second year students at Mettu Teachers College employ in their attempt to study English as a major subject during their English classes and also to assess the role of teachers in the teaching learning process of spoken English classes in terms of the provision speaking activities and strategy training.

1.2.Statement of the Problem

Generally speaking, it is obvious that speaking skills are the bedrock of teaching and learning. It is one of the skills most commonly used in teaching or training to transfer information, explain ideas and theories and to discuss and explore concepts. Therefore teachers have to teach speaking skill through the provision of a wide variety of activities and strategy training so that learners can use the language.

Regarding speaking strategies, according to McCarthy and O'Keeffe (as cited in Hinkel, 2006), in an interaction that typically involve speaking and comprehending, L2 speakers need to self monitor so that they can identify and correct production problems at the fast pace of real conversational exchange. Moreover, findings of various studies which attempted to identify effective strategies for second language learning have shown that met cognitive, cognitive and compensatory strategies are the most important strategies used to develop speaking (Chamot, 2004; Griffiths, 2008). According to Ellis (as cited in Hinkel, 2006), strategies that involve formal practice such as rehearsing a new word contributes to the development of linguistic competence whereas strategies involving functional practice such as seeking out native speakers to talk to aid to the development of communicative skills. Similarly, McKay (as cited in Hinkel, 2006) stated that present pedagogy on L2 socio-pragmatic norm of speaking typically incorporates effective communication strategies; discourse organization and structuring, conversational routines (example, small talk), conversational formulae (form of address); speech act such as request, refusal, compliments and clarification questions. Moreover, in language class where students are trying to develop basic interpersonal communication skills in order to interact with speakers of target language many social, communication, compensatory and affective learning strategies would be helpful (Cummins, as cited in Chamot, 2004) or if students are learning a second language in academic context, a repertoire of cognitive learning strategies (perhaps combined with affective strategies to develop self-efficacy) will be helpful, and meta cognitive strategies are important for learners to monitor their comprehension, production, or recall so that they can identify difficulties and select a problem solving strategies to address the difficulties (Chamot, as cited in Chamot, 2004).

On top of this, from the local researches done related to speaking strategies employed by learners, for example, Fassil Demissie (1992) has investigated the Meta cognitive strategies

employed by senior high school students in oral production of English and reported that the subjects employed variety of met cognitive strategies which are believed to facilitate successful oral production by researchers in the field. Tsegaye Tafere (1995) also conducted a research on speaking strategies employed by first year diploma students of English Language at Kotobe teachers education and reported that the majority of the students involved in the study generally utilize various speaking strategies such as memory, compensation, social and meta cognitive strategies. Moreover, Tesfaye (2007) conducted a research on communication strategies utilized by Omo TTI teachers in oral production of English and reported that the subjects rarely used the strategies. Nevertheless, to the knowledge of the researcher, all of these studies were conducted putting emphasis only on learners strategy use. Thus, this research is different from the previously conducted local researches in that, in addition to investigating speaking strategies employed by the students, it tried to assess the awareness of teachers on speaking strategy training and their roles in strategy training and provision of wide variety of speaking activities so as to fill the gap.

According to O'Malley and Chamot (1990), speaking strategies are crucial because they help foreign language learners "in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language" (p.43). Thus, speaking strategies instructions need to be given due emphasis since they provide foreign language learners with valuable tools to communicate in the target language in diverse situations. However, in practice it seems that the teaching of speaking strategies may not be given enough importance.

From his personal experience, the researcher of this study recognizes not only the students who are not in a position to use the language for real communication even after completing high school, but also language teachers who are not in a position to use the target language for a medium of instruction and for real communication after graduating from colleges. From this point of view, it is difficult to contest the fact that the proficiency of English language among students and college graduates is going from bad to worse. Although there might be several cases for the decline of proficiency of the English language among trainee and graduate language teachers, one of the possible causes for the decline of a proficiency of English language of trainee learners might be inability to employ effective speaking strategies which might result

from ineffective strategy training given to them during their attempt to learn English as a major subject. In this regard, the role of language instructors in developing their learners' language skills in general and speaking skill in particular is crucial and thus, teachers training colleges or universities have double task of improving the proficiency of their trainees in the language and equipping them with the method of teaching it. Otherwise, we are forced to have a vicious circle: children may not have a teacher with good English to give them the means with which to learn and as a result, they may find it difficult to use English both inside and outside the language classrooms.

The assumption is that a variety of speaking strategies learners employ and learn how to use it help them not only to develop their speaking skill but also enable them to implement the strategies when they are supposed to teach in their actual classrooms. In addition to this, the scarcity of the research on speaking strategies has encouraged the researcher to undertake this study. This study, therefore, was designed to investigate the current speaking strategies second year English major trainee teachers at Mettu Teachers College employ in their attempt to learn English during their English classes and to assess how well the instructors are aware of the importance of speaking strategy instructions and play their roles in terms of the provision speaking activities and strategy training in teaching learning process of English classes. Thus, this research tried to answer the following research questions:-

- What kind of speaking strategies do second year students employ to facilitate their speaking proficiency during speaking classes?
- What are the most and least frequently used speaking strategies employed by the students?
- What kind speaking activities are provided for learner's so that they can practice and use a variety of speaking strategies?
- Are the instructors aware of the importance of speaking strategy training?
- Are the instructors train their learners a variety of speaking strategies?

1.3. Objective of the Study

1.3.1. Main Objective

The main objective of this study is to investigate/explore the speaking strategies second year English major students at Mettu Teachers College employ in facilitating their speaking proficiency.

1.3.2. Specific Objectives of the Study

The specific objectives of this study is

- To identify the speaking strategies employed by second year English major students at Mettu Teachers College during English classes.
- To identify the range of speaking strategies employed by second year English major students at Mettu Teachers College during English classes.
- To distinguish the kind of speaking activities provided for learners so that they can practice and learn how to employ a variety of speaking strategies.
- To determine how well the teachers are aware of the importance of strategy training and train their learners a variety of speaking strategies.
- To identify how well the teachers train their learners a variety of speaking strategies.

1.4. Significance of the Study

It is true that language teaching and learning can be improved if we have better understanding of the language learner and of the learning process. Thus, it is hoped that the results of this study will have the following significances.

- The findings of this study provide teachers with good pictures of speaking strategies second year English major students at Mettu TTC employ in learning and facilitating their speaking proficiency.
- The findings of this research would contribute a lot to training students in order to use a variety of speaking strategies effectively in Mettu TTC English classes.
- The results of the study hopefully contribute a lot to familiarize learners with speaking strategies that they fail to employ so that they could benefit not only in becoming more

efficient in their speaking but also more autonomous in their learning from strategy training activities.

- Finally, the study would provide more insight for research on the strategies students employ for other skills and may also shed light on additional related areas that needs further investigation. For example, studies on reading, listening or writing strategies students employ in reading, listening or writing classes.

1.5. Delimitation of the Study

The study was delimited to Mettu teachers college particularly on second year students who are learning English as major subject. Besides, the study tried to explore speaking strategies employed by second year English major students and classroom situations regarding the provision of activities and strategy training.

1.6 Limitation of the Study

Although conducting a research needs persistence and a lot of efforts to carryout it effectively, this study couldn't be free from limitations as there were some constraints which are difficult to overcome, however, which couldn't prevent the study from being carried out. Therefore, the following were some of the major limitations of this study.

- Since this study was designed to investigate the speaking strategies second year English major students employ in their attempt to learn English as a major subject during their English classes, the findings of this study would be true only for the speaking strategies students employed and its findings could not be generalized and assumed to be relevant with other language skills.
- Since this study is designed to investigate the speaking strategies employed, for classifying speaking strategies employed by learners, this study focused on those speaking strategies that were observable or that were obtained from the actual observations recorded, as well as, strategies that were reported by the subjects themselves as learner's strategies are at a time observable and at a time not.
- Although it was planned to conduct an interview with the selected samples (12 students), it was conducted only with eight students due to time constraints to conduct an interview with the selected samples within a day.

CHAPTER TWO

REVIEW OF RELATED LITRATURE

In this chapter, a brief theoretical over view of language learning strategies, different classification of language learning strategies, their relevance and potential usefulness for the learning of second/foreign language, list of speaking strategies, the importance of strategy training and teachers role in strategy raining, classroom activities that best facilitate oral communication and the role of teachers and students during the practice of oral communicative activities are discussed in different sections of this chapter.

2.1 Theoretical Background of Language Learning Strategies

Since the late 1970s, within the field of education, over the last few decades gradual but a significant shift has taken place resulting in less emphasis on teachers and teaching and greater stress on learners and learning (Carter and Nunan, 2001; Nunan, 1991). As a result of this increased interest in student centered language learning, focus on and use of language learning strategies became one of the most prominent issues in second and foreign language teaching and learning (McDonough, 1995; Oxford, 1990). This remarkable and significant change was highly influenced by the Cognitive view of learning, which regards language learning as a dynamic, creative process and the learner as an active strategy user and knowledge constructor (O'Malley & Chamot, 1990; Oxford, 1990). It then has become clearer that much of the responsibility for success in language learning rests with individual learners and their ability to take full advantage of opportunities to learn language (Brown, 2007).

Moreover, research outside the language field has had a profound effect on subsequent research on language learning strategies. Findings of the non L2 research done on learning strategies have indicated that effective learners use a variety of language learning strategies. The use of well chosen strategies distinguishes experts from novices in many learning areas (O'Malley and Chamot, 1990; Oxford, 1990). Similarly, many second language acquisition researchers have noted the important part learning strategies play in second language acquisition and/or learning, that is, language learning strategies are considered as one of the most important factors accounting for individual differences in language learning and also have a greater role in enhancing learners autonomy. Because the use or adoption of appropriate strategies allow

learners to take more responsibility for their own learning (Brown, 2007; Ellis, 1994; Oxford, 1990).

2.1.1 Definition of Language Learning Strategies

There has been an increasing interest towards language learning and language learners since the 1970s with the emergency of cognitive psychology and since then great emphasis has been given to language learning strategies. The term language learning strategies (LLS) has been defined differently by various researchers. Literature on strategies in second language learning has initially emerged from the concern for identifying the characteristics of effective learners. Gradually, it has become widely recognized through education under various names such as learning skills, thinking skills, problem solving skills and etc (Oxford, 1990).

On top of this, in the past few decades, although many scholars seem to agree on the learners' use of various strategies, they have been proposing different definitions and classifications for language learning strategies. This is mainly because of the difference in perspectives among the scholars that they define and classify language learning strategies differently, that is, most of the research done on language learning strategies in 1970s and early 1980's focused mainly on identifying the characteristics' of good language learner and the strategies that good language learners use. For example, researchers such as Rubin and Naiman et al. (cited in O'Malley and Chamot, 1990) have tried to define and classify language learning strategy in relation to good language learners, and other researchers such as O'Malley and Chamot (1990) and Oxford (1990) have tried to define and classify it in relation to language learning theories and cognitive psychology. The definitions given to learning strategies by different scholars are discussed as follows.

Rubin(as cited in Hedge 2000, p.77) defines learning strategies as “any set of operations steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information,... that is, what learners do to learn and do to regulate their learning.”

O'Malley (as cited in Zare, 2012, p. 163) on his part puts the definition of learning strategy as “special ways of processing information that enhance comprehension, learning, or retention of the information.” Furthermore, Cohen (as cited Gass and Selinker, 2008, p. 439) defines “learning strategies are processes which are consciously selected by learners and which may

result in actions taken to enhance the learning or use of a second or foreign language through the storage, retention, recall, and application of information about that language.” Beside this, as to O’Malley and Chamot (1990, p.1), learning strategies are “special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information.”

According to Oxford’s (1990) strategies are operations which the learner applies “to aid the acquisition, storage, retrieval, and use of information” (p.4). She expands this definition by stating that learning strategies are “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situation” (p, 8).

Generally, based on such definitions, language learning strategies are widely accepted as specific tools used for language learning. It is also recognized that appropriate use of language learning strategies leads to better proficiency and self confidence for the fact that “strategies are tools for active, self direct engagement that help learners to enhance their communicative competence” (Oxford 1990, p.1).

2.1.2 Classification of Language Learning Strategies

As we have discussed earlier, in the past few decades, within the field of education, there has been a shift in focus from teacher to learner. Since then, the interest in learner strategies has greatly increased. As a result of this important and remarkable shift, researchers and teachers have shown an increasing interest in determining what distinguishes successful learners from less successful ones. For example, research on learning strategies which was first conducted by Joan Rubin focused mainly on identifying the strategies of successful learner on the assumption that if a strategy used by successful learners is once identified, it could be made available to less successful learners (Brown, 2001; Griffiths, 2008).

Rubin (as cited in O’Malley and Chamot, 1990) has proposed two major categories of learning strategies. These are the primary groups and the secondary groups. Their primary categories consist of strategies that directly affect learning and it includes classifications /verification /monitoring memorization guessing /inductive reasoning. deductive reasoning, and practice whereas the second group /category includes those which contribute indirectly to learning such as creating practice opportunities and using production tricks like communication strategies.

Although many researchers have tried to classify language learning strategies in various ways, the most frequently cited classifications are those of O'Malley and Chamots' (1990), and Oxford's (1990). The detail discussion of those researchers classifications of learning strategies are presented as follows.

O'Malley and Chamot (1990) conducted an extensive research that goes deeper in to learning strategies with an overall model of L2 learning based on cognitive psychology and have identified there major types of strategies used by L2 learners. All the three areas are self related. The learners focus on strategy they can used to improve their own success in school. The three classifications included in language learning strategy instructions are met cognitive, cognitive and social affective strategies. According to their studies, Met cognitive strategies are higher order executive skills which include initial planning for learning monitoring and evaluation success of learning activities. Whereas cognitive strategies operate directly on incoming information and manipulating it in ways that enhance learning, the social /affective strategies on the other hand include either interacting with one another or the control of over affect (O'Malley & Chamot, 1990).

Among the researchers on the learning strategies, it is Rebecca Oxford (1990) who had made an extensive study and came up with a number of techniques employed by students. She gathered a large number of language learning strategies and created a self report questionnaire known as strategy inventory for language learning (SILL). She classified language learning strategies in to two major categories. These are direct and indirect strategies. The direct strategies are those involved directly in practicing and manipulating the target language, whereas, the indirect strategies are those used for management of learning in coordinating the learning process, regulating emotion and learning with others. She then developed a strategy system containing six general sets of language learning strategies. In relation to this, Chamot (2004) stated that the Oxfords "system of six basic types of language learning strategies are superior in accounting for the variety of strategies reported by language learners." The six classifications of language learning strategies identified by Oxford are discussed as follows.

Memory strategy: - it entails the mental processing for strong new information in the memory and for retrieving them when needed. This strategy consists of four sets that include creating

mental linkages, applying images and sounds reviewing well, and employing action. It helps learners to store and retrieve new language.

Cognitive strategy: - it entail conscious ways of handling the target language and fall in to four sets which include practicing, receiving and sending message, analyzing and reasoning, and creating structure for input and output. It enables learners to understand and produce new language by many different means.

Compensation strategy: - it includes strategies such as expressing words using mime or gesture, asking for the missing word by hesitation to compensate the missing word. They can be used in production when the grammatical knowledge is in complete. They are used to overcome knowledge limitation. Thus, it allows learners to use the language despite their language gaps.

Meta cognitive strategy: - it includes consciously searching for practice opportunities, planning for language tasks, self evaluating one's progress and monitoring errors. It enables learners to control their cognition.

Affective strategy: - it is the strategy that assists learners to manage their emotion, motivation and attitudes associated with learning. They can be achieved by lowering anxiety, encouraging oneself and monitoring emotion.

Social strategy: - it is the strategy which facilitates language learning through interaction with others. It includes asking questions, cooperating with others. It helps students to learner through interaction with others (Oxford, 1990).

2.2 Speaking and Its Place in Language Learning

Language learning for much of its history has been concerned with the receptive skills. Thus, in traditional approach to language teaching, spoken language has been given little or no attention in educational thinking and certainly, it has not been considered as a vehicle of learning (Brown et al., 1984; Halliday, 1990; Richards and Rodgers, 2001).

In relation to this, Richards and Rodgers (1986) stated that in traditional language teaching methods, for example, in Grammar Translation Method (GTM) the focus was given to particular skills such as reading and writing and in Audio Lingual Method, drilling is merely used in the

form structured question and answering which was aimed to demonstrate the ability to ask and answer the questions. However, the learners do not have an opportunity to produce their own utterances rather than repeating what has been said or taught.

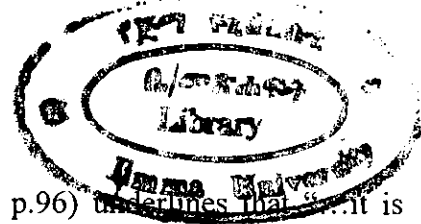
Furthermore, spoken language has been in many ways an undervalued skill which could perhaps be we can almost all speak compared to writing and reading or due to the fact that speaking is transient and improvised, and can therefore be viewed as facile, superficial, or glib (By gate, 1993) and as to Krashen and Terrell (as cited in Nunan, 2004) speaking is not important for acquisition stating that we acquire from what we read or hear but not from what we say.

Therefore, for the above mentioned and other reasons, spoken language has been neglected in traditional approach and method to language teaching as its focus was on teaching reading and writing so that the learners could read and write second or foreign language.

However, at the time when language teaching was looking for a change, advocates of communicative language teaching has come up with the goal of communicative approach designing a communication language syllabus consisting of situations, language activities, language functions, notions and language form to achieve the communicative goal of language teaching based on the notional syllabus as the traditional syllabus failed to facilitate learners' ability to use language for communication. The notional syllabus which had been provided by Wilkins had a significant impact on the development of CLT (Richards & Rodgers, 1986, 2001).

Thus, despite the little attention given to the spoken language, the dynamic shift and development in methods of language teaching throughout history reflect recognition of changes in the kind of proficiency learners' need, such as a move towards oral proficiency rather than reading comprehension as the only goal of language study (Richards & Rodgers, 1986).

Similarly, scholars, who have been able to see the important role of spoken language in foreign language teaching, have pointed out that the written language could not give the necessary competence in a foreign language as the students have been devoid of the spoken language which is highly valued within the educational system(Brown et al.,1984).



Regarding the role that spoken language plays, Haliday (1990, p.96) underlines that "...it is quicker and more effective to check whether a student knows the answer by asking orally in class than by setting a written test every time"

On top of this, teachers, have begun to give recognition to the learning potential the spoken language has and hence have started to assign a certain place in their class activities. 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, p. iii). As communicative language teaching centers its goals in helping students to use the target language for communication and interaction, it attempts to use authentic texts or life like materials so that the students practice and learn the language through interacting with each other. Thus, in communicative language teaching and learning, speaking is one of the main factors to drive or to inspire students to reach their goals (Hedge, 2000).

In line with this, several definitions were given to speaking by different scholars at different time. For example, speaking is a means of socializing oneself with others in and outside the classroom (Brown, et al., 1984). Speaking is a means of increasing the students' confidence by reducing tension, and a means of internalizing pronunciation, stress and intonation of a language (Nunan, 2003). Hence, as it is central to classroom education and almost everything goes through it, teachers and researchers in language teaching and learning insist that putting a great effort is necessary to develop speaking/oral communicative competence through the provision of variety of strategy training activities (Brown, 2007; Richards, 2008).

2.3 Research on Speaking Strategies

As we have discussed so far, as a result of increased interest in student centered language learning, focus on and use of language learning strategies became one of the most prominent issues in second and foreign language teaching and learning for it is considered to have a greater role in enhancing learners' autonomy (Brown, 2007; Ellis, 1994; Oxford, 1990).

Moreover, the focus on the learners is one of the major shifts which pay more attention to how students successfully learn and how they achieve their goals-a shift from the product to the process of language learning. As Oxford (1990) indicates the process orientation implies, "...a

strong concern for the learners' strategies for gaining language skills whereas, the product orientation is concerned with what the students learn or acquire'' (p.5).

Furthermore, the use of learning strategies depends on the specific learning activities and skills as well as learning goals. Because the use or adoption of appropriate strategies allow learners to take more responsibility for their own learning (Brown, 2007; Chamot, 2004; Oxford, 1990).

On top of this, teaching speaking is very important part of language teaching since it enhances communicative competence. Teaching speaking, just like other skills, has its own goals. It is taught mainly for the development of the ability to interact successfully in the target language. To achieve these goals, teachers need to use teaching activities and strategies appropriate to teach speaking skill in classroom (Brown, 2001; Richards, 2008).

However, despite the wide interest in strategy use and the development of oral skills, there are very few lists of strategies for developing speaking skills. Among the speaking strategies developed by the scholars, some of them are discussed as follows.

Naiman et al.(as cited in Hedge, 2000), have identified speaking strategies that are used to facilitate/develop speaking skills such as avoidance of fear of making mistakes, making contact with native speakers, asking for correction and memorizing dialogue.

O'Malley and Chamot (1990) have also identified certain speaking strategies such as functional planning/rehearsal to carry out upcoming language task, self monitoring/checking the appropriateness of one's oral production, self evaluation/checking the outcome of one's own learning, imitating, transfer/using previous linguistic knowledge to assist production, translation and cooperation/working together with one or two persons to solve the problems.

Furthermore, as to Brown (2001), speaking strategies which students are to be aware of and also have to practice are asking for clarification, asking for repetition, using fillers in order to gain time to process, using conversation maintenance cues and, using mime and non verbal expressions to convey meaning.

Besides, Oxford (1990) has identified various language learning strategies used for different language skills (listening, speaking, reading and writing) which she then classified them in to two main categories and six sub categories. Thus, strategies such as asking questions, repeating,

imitating, practicing, recombining, reasoning, transferring, rehearsing, hesitation, coining, code switching, synonyms and etc are some of the speaking strategies identified.

Moreover, most literature on communication strategy embodies similar and overlapping taxonomies, which may be divided into avoidance or reduction strategies and achievement or compensatory ones (Dornyei & Scott, 1997). They discussed a variety of speaking strategies identified by many researchers. The communication strategies identified were strategies such as the avoidance or reduction strategies (e.g. topic avoidance, message abandonment, meaning replacement), the achievement or compensatory strategies include cooperative strategies (e.g. appeal for help), non-cooperative ones (e.g. L1-bases strategies, such as code switching, foreignizing, and literal translation), Inter language-based strategies, such as substitution, generalization, exemplification, word-coinage, and restructuring; non-verbal strategies, such as mime and imitation, other strategies, such as time-gaining strategies (using fillers to gain time to think), and prefabricated patterns (using memorized stock phrases, usually for survival purposes) also belong to the category of achievement or compensatory strategies.

On top of this, Dornyei and Scott (1997) classified the communication strategies according to the manner of problem management; that is, how communication strategies contribute to resolving conflicts and achieving mutual understanding. They identified three basic categories: - direct, indirect, and interactional strategies.

1. Direct strategies provide an alternative, manageable, and self-contained means of getting the meaning across, like circumlocution compensating for the lack of a word.
2. Indirect strategies facilitate the conveyance of meaning indirectly by creating the conditions for achieving mutual understanding by preventing breakdowns and keeping the communication channels open. They include strategies such as using fillers or feigning understanding
3. Interactional strategies enable the participants carry out trouble-shooting exchanges cooperatively for mutual understanding. They include strategies such as appeal for and grant help, or request for and provide clarification.

Moreover, in terms of the communication problems that CSs aim to reduce or solve, Dornyei and Scott (1997) summarize and classify them into four types. These are:-

- ✓ Resource deficits, which refer to the gaps between the L2 speakers' linguistic knowledge and their intention in conveying meaning
- ✓ Own-performance problems involving the L2 speakers' own incorrect or partly correct expression
- ✓ Other-performance problems including the interlocutor's speech problems, either because the expression is incorrect or partly incorrect or because it causes understanding difficult
- ✓ Processing time pressure caused by the nature of fluent communication, which allows little time for speakers to search for ways to express themselves.

To sum up, L2 learners may encounter different problems in interaction and need to adopt different speaking strategies flexibly and automatically to overcome the problems and maintain the flow of communication. However, the context of learning combined with language learners goal together determine the type of learning task engaged in and thus the type of learning strategies that can be expected to best assist learning. For example, in language class where students are trying to develop basic interpersonal communication skill in order to interact with speakers of target language many social, communication, compensatory and affective learning strategies would be helpful (Cummins, as cited in Chamot, 2004) or if students are learning a second language in academic context, a repertoire of cognitive learning strategies (perhaps combined with affective strategies to develop self efficacy) will be helpful, and met cognitive strategies are important for learners to monitor their comprehension, production, or recall so that they can identify difficulties and select a problem solving strategies to address the difficulties (Chamot, as cited in Chamot, 2004).

Classification Scheme

Within 'communicative' approaches to language teaching a key goal is for the learner to develop communicative competence in the target second/foreign language. Thus, language learning strategies can help students in doing so since learning strategies are oriented towards the main goal of communicative competence, allow learners to get more self-directed, and support learning (Oxford, 1990).

As stated in Dornyei and Scott (1997), "communication strategies are defined in many different ways and the list of strategies and taxonomies also vary as different communication strategy

researchers rely on different conceptual perspectives'' (p.187). They further explained that communication strategies were firstly thought to overcome only one type of language problem called resource deficits considered as gaps in speaker's knowledge preventing him/her from verbalizing messages. However, this restriction to one set of problems was not reflected in the name given to communication strategies. Although it was not reflected in the name given to communication strategies, as to Oxford (1990), this type of language problem, gaps in speaker's knowledge preventing him/her from verbalizing messages was termed as compensation strategies, one of the six classification of language learning strategies.

However, this does not mean that compensatory/communication strategies are the only language learning strategies significantly related to L2 speaking proficiency as there are other strategies which are very important in helping learners develop their speaking skill. In relation to this, as stated in Dornyei and Scott (1997), due to mismatch between the specificity of the speech phenomena to which communication strategies originally referred and as the term communication strategy is very broad, several researchers extended communication strategies to handle the following three types of communication problems. These are: - own-performance problems, other-performance problems and processing time pressure.

Thus, when we look at each of them, own-performance problems related strategies are strategies involving the L2 speakers' own incorrect or partly correct expression; associated with various types of self-repair, self-rephrasing and self-editing mechanisms (Dornyei & Scott, 1997).

However, these types of strategies are also included in Oxford's LLS classification termed as met cognitive strategies. As stated in Oxford (1990), met cognitive strategy is a strategy which enables learners to control their cognition. It includes consciously searching for practice opportunities, planning for language tasks, self evaluating one's progress and monitoring errors.

The other extended term, other-performance problems defined as something perceived as problematic in the interlocutor's speech, either because it is thought to be incorrect or because of a lack of understanding something fully which are associated with various meaning negotiation strategies are again included in Oxford's LLS classification termed as social strategies.

When we look at the third extended term; as discussed in Dornyei & Scott (1997), processing time pressure, which allows little time for speakers to search for ways to express themselves that

associated with strategies such as the use of fillers, hesitation devices, and self repetitions are also related to Oxford's LLS classification termed as cognitive and memory strategies. As to Oxford (1990), these strategies are used to think and process for the solution so that learners can get time to understand and produce new language by many different means.

Moreover, as language learning strategies are techniques individuals use to improve their language skills and each instance of L2 use is an opportunity for more L2 learning. Thus, compensation strategies of any kind, whether used for language learning or use leads to more language learning to occur (Oxford, 2002) and communication strategies are often termed as compensatory strategies which are grouped under language learning strategies significantly related to L2 speaking proficiency. In relation to this, Brown (2007) pointed out that the more recent approach seems to take communication strategies as an element of an overall strategic competence. Thus, the term language learning strategy is used more generally for all strategies that second/foreign learners use in learning the target language as its purpose is both to enable learners perform variety of tasks and to solve specific problems. Communication strategies are therefore just one type of language learning strategies. Thus, based on the above mentioned points, the language learning strategy classification scheme developed by Oxford (1990) was used in classifying the various speaking strategies for it is the most frequent, efficient and comprehensive taxonomy of second/foreign language learning strategies.

2.4 The Importance of Strategy Training

In area of strategy research, learner training has attracted a great deal of attention. It is defined as the process by which learners are helped to deepen their understanding of the nature of language learning, and to acquire the knowledge and skills they need in order to pursue their learning goals in an informed and self-directive manner (Cohen, 2003). Moreover, it is stated that strategy training is very useful in improving the use of language learning strategies. Because it helps learners make effective use of variety of learning strategies (O'Malley and Chamot, 1990; Oxford, 1992). Furthermore, Cohen (2003) stated that strategy training aims to provide learners with the tools to do the following:

- ✓ Self-diagnose their strengths and weaknesses in language learning
- ✓ Become aware of what helps them to learn the target language most efficiently
- ✓ Develop a broad range of problem-solving skills

- ✓ Experiment with familiar and unfamiliar learning strategies
- ✓ Make decisions about how to approach a language task
- ✓ Monitor and self-evaluate their performance
- ✓ Transfer successful strategies to new learning contexts.

Similarly, according to Sayer (a cited in Griffiths, 2008), training of speaking strategies can have a positive effect on learners development of speaking skills. Thus training can involve explanation of discourse strategies such as negotiating meaning, providing feedback and managing turn taking, learners transcribing recording of their own speech and critiquing.

On top of this, regarding the importance of speaking strategy training, Dornyei (1995) encourages training in speaking strategies explaining the possibility of developing learners speaking strategy use through focused instruction because, L2 learners might benefit from instructions on how to cope with performance problem as L2 communication is problematic. Therefore, learners must be shown how oral communication strategies can be implemented in the second language. A further review of literature on the importance of learning strategies training indicated the effect of strategy instruction on speaking ability. Thus, explicit teaching of learning strategies enabled language learners in improving their mastery of the target language in general and oral skill in particular (Dadour & Robins, Cohen et al., as cited in Girffths, 2008).

Therefore, teachers have to train their learners a variety of strategies so as to maximize their learners' strategy use. The major roles that language teacher should play is to help and encourage learners so that the students can effectively learn second or foreign language. Some of the ways through which this can be done is by:-

- ✓ Exploiting good language learning strategies that are useful to the majority of students
- ✓ Making students aware of the range of strategies they can adopt
- ✓ Developing learners' independence from the teacher
- ✓ Providing specific training in particular strategies and offer practice in transferring strategies (Cook, 2001; Oxford, 1992).

As stated in Nunan (1991) if learners are in a position to be made aware of different strategies that can assist them in the process of learning, they should be familiar with strategies that are available. In other words, if students have to make their strategy selection, they have to know

about the process of making this selection. What one can understand from this is that teachers have a greater role to play if they plan to help their students use variety of strategies and be competent in their learning the target language.

Furthermore, as to Brown (2001), one of the best ways of getting students intrinsically involved in their language learning is to offer them the opportunity to develop their own set of strategies for success. Because, it helps learners to use their time and effort effectively so as to learn the language by taking responsibility for their own which then leads them to be more motivated to learn as they become autonomous learners.

Therefore, language teachers should provide a wide range of learning strategies in order to meet the needs and expectations of their students possessing different learning styles, motivation, strategy preference etc. For this reason, it is possible to say that the most important teachers' role in foreign language teaching is the provision of a range of tasks so as to match varied learning strategy in a given class (Griffiths, 2008; Oxford, 1992). Similarly, it is also discussed that helping students understand good language learning strategies and training them to develop and use such good language learning strategies can be seen as the appreciated characteristics of a good language teacher(O'Malley and Chamot, 1990; Oxford, 1992).

2.5 Classroom Activities for Oral Communication

The general objective of teaching speaking skills is to develop effective communicative efficiency that can help learners to express their feeling, attitude, emotion and competent in their academic performance as well as their real life. As to Richards (2006), the basic goal of the communicative approach is to help learners develop their communicative competence. In the current situation of teaching English as a second or foreign language, the learners' oral communicative competence is given due attention in all levels of education where tasks are designed to be accomplished through interaction in pairs or small groups. The participation of learners in pairs or small groups to practice language provides them with various benefits such as, learning from hearing the language used by other members of the group, producing a greater amount of language than they would use in teacher fronted activities, increasing their motivational level, and developing fluency (Richard, 2006). If learners are highly exposed to such an activities and are given opportunities to perform the tasks in pair and group work, they are likely in a position to develop their speaking skills through communication or interactions,

which is believed to develop learners communicative competences in general and speaking/oral communicative skills in particular.

According to Richards (2008), activities that develop speaking skill such as talk as conversation, talk as interaction and talk as performance help learners practice and use a variety of speaking strategies. He also suggested that as students carry out communicative tasks, the assumption is that learners can engage in the process of negotiation of meaning employing strategies such as comprehension checks, confirmation checks, clarification, request which may later lead to a gradual modification to learners' language output. Furthermore, Richards (2006) stated that classroom activities such as accuracy versus fluency activities, task completion activities, information gathering activities, opinion-sharing activities, information transfer activities, reasoning gap activities, meaningful and communicative practice, and jigsaw activities may help learners develop their oral communicative competence. Moreover, one of the language teaching methods that play great role in language teaching is task based language teaching. Because, while the teachers provides a wide varieties of tasks in group and pair, students get great opportunities for interactions that allow them to express their opinions to each other freely; therefore, teachers have to organize their classroom around those practical tasks that language users engage in a real world (Brown, 2001; Nunan, 2004).

In line with this, Ellis (as cited in Hinkel, 2006) explained that carefully designed tasks can foster the development of various aspects of L2 oral production:

- Narrative and descriptions can be effective in fluency focused
- Debate and problem solving tasks promote grammatical and lexical complexity in learner language use
- Rehearsal on task repetition offer learners an opportunity to accommodate the competing cognitive demand of fluency, accuracy and linguistic complexity. Planning and rehearsal of what to say and how to say it leads to substantial improvements in the amount of spoken discourse and in grammatical, lexical and articulator accuracy

(Hinkel, 2006, p.115)

2.6 The Roles of Teachers and Students in Oral Activities

As it is stated by Richards (2006), learners now have to participate in the classroom activities that are based on a cooperative rather than individualistic approach to learning. They have to become comfortable with listening and speaking to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They are expected to take on a greater degree of responsibility for their own learning. Moreover, it is stated that one of the major concerns when teaching a foreign language is how to prepare learners to be able to use the language. Therefore, for teachers to make a lesson successful, they must clearly present the aims of the lesson. When teaching the students how to speak, for example, it is necessary for them to have some knowledge of the language conventions such as grammar, vocabulary and pronunciation. It is important, therefore, to allow learners to practice speaking as an opportunity to use the grammar, pronunciation and vocabulary previously taught and, of course, the most essential task is the practice of the oral skill (Bygate, 1987; Brown, 2007). Similarly, learners are expected to be active participants rather than being passive by engaging themselves in a variety of group and pair activities. Undoubtedly, learners speaking skill is developed through the provision of a variety of speaking activities that allow learners practice/use the language to accomplish the task. Therefore, by providing a range of activities, teachers have to train their learners a variety of speaking strategies so as to maximize their learners' oral communicative competence and strategy choices. These could be partly achieved through learners training, whose purpose is to equip the students with the means to guide themselves by explaining the strategies to them. The assumption behind this is that making learning decisions conscious can lead both successful and less successful learners to improve the obtaining, storing, retrieving and using of information which can lead them to learn better (Cohen, 2003; Cook, 2001).

2.7. Summary

Since the late 1970s, within the field of education, over the last few decades gradual but a significant shift has taken place resulting in less emphasis on teachers and teaching and greater stress on learners and learning (Carter and Nunan, 2001; Nunan, 1991). As a result of this increased interest in student centered language learning, focus on and use of language learning strategies became one of the most prominent issues in second and foreign language teaching and learning (McDonough, 1995; Oxford, 1990).

Thus, despite the little attention given to the spoken language, the dynamic shift and development in methods of language teaching throughout history reflect recognition of changes in the kind of proficiency learners' need, such as a move towards oral proficiency rather than reading comprehension as the only goal of language study (Richards & Rodgers, 1986).

Moreover, most literature on speaking strategy embodies similar and overlapping taxonomies, which may be divided into avoidance or reduction strategies and achievement or compensatory ones (Dornyei & Scott, 1997). The communication strategies identified were strategies such as the avoidance or reduction strategies (e.g. topic avoidance, message abandonment, meaning replacement), the achievement or compensatory strategies include cooperative strategies (e.g. appeal for help), non-cooperative ones (e.g. L1-bases strategies, such as code switching, foreignizing, and literal translation), non-verbal strategies, such as mime and imitation, other strategies, such as time-gaining strategies (using fillers to gain time to think) and etc.

In area of strategy research, learner training has attracted a great deal of attention. It is defined as the process by which learners are helped to deepen their understanding of the nature of language learning, and to acquire the knowledge and skills they need in order to pursue their learning goals in an informed and self-directive manner (Cohen, 2003). On top of this, regarding the importance of speaking strategy training, Dornyei (1995) encourages training in speaking strategies explaining the possibility of developing learners speaking strategy use through focused instruction because, L2 learners might benefit from instructions on how to cope with performance problem as L2 communication is problematic. Therefore, learners must be shown how oral communication strategies can be implemented in the second language.

According to Richards (2008), activities that develop speaking skill such as talk as conversation, talk as interaction and talk as performance help learners practice and use a variety of speaking strategies. Moreover, when teaching the students how to speak, for example, it is necessary for them to have some knowledge of the language conventions such as grammar, vocabulary and pronunciation. It is important, therefore, to allow learners to practice speaking as an opportunity to use the grammar, pronunciation and vocabulary previously taught and, of course, the most essential task is the practice of the oral skill (Bygate, 1987; Brown, 2007). Similarly, learners are expected to be active participants rather than being passive by engaging themselves in a variety of group and pair activities.

CHAPTER THREE

METHODOLOGY OF THE STUDY

This chapter describes the methodological steps and procedures used to carry out this study. Thus, in this chapter, the research design, study population, sampling techniques, data collection instruments and procedures and, methods of data analysis were discussed in detail on the basis of the research questions.

3.1. Research Design

The research design which was found suitable for this study was descriptive research design. Thus, the necessary data was collected from the participants by using various instruments such as questionnaire, interview and observation. The analysis was done both qualitatively and quantitatively. Then detailed descriptions of the findings of the research were presented based on views forwarded by different scholars on similar issues.

3.2. Study population

The study population of this research was second year students at Mettu teachers college who were learning English as a major subject in 2013/14 academic year. There were 46 students who were learning English as their major subjects and two English teachers who were teaching second year English major students. Moreover, in addition to English language teachers and students, the study required any of spoken or communicative English courses. Therefore, these participants were selected for the fact that the spoken English courses was given for them in second semester which was found to be appropriate to conduct this study while they were taking the course..

3.3. Sampling Techniques

The sampling techniques the researcher used to conduct this study were comprehensive, availability and systematic sampling. Accordingly, as there were only 46 students who were learning English at the college, comprehensive sampling was used for the number is manageable to administer the questionnaire. Thus, all second year English major students who were learning English as major subject at Mettu Teachers Training College were included to fill the questionnaire.

Regarding students' interview, as involving all of them to participate in this study was not likely due to certain constraints such as time, budget, and expected difficulties related to data analysis, only 25% of the study populations (about 12 students from 48) were taken as the representative sample by systematic sampling technique based on their grades with the help of their teacher (four from each; high, medium and low achievers).

In case of teacher's interview, availability sampling was used and the interview was conducted with one teacher who was teaching second year English language learners a course called spoken English.

3.4. Data Collection Instruments

For the successful completion of this study, three data collection instruments: questionnaire, semi-structured interview and classroom observations were used.

3.4.1. Questionnaire

As mentioned earlier, the target groups of this study were second year students of Mettu teachers training college who were learning English as a major subject. Therefore, from the Oxford's Strategy Inventory for Language Learning, and from Tsegaye Tafere (1995), which was previously adapted from the Oxford's SILL, speaking strategy questionnaire was used. However, when adapting the classification scheme, only the items that were relevant for speaking strategies were selected and included in the questionnaire with certain modifications. For example, items such as 'I use rhyming to revise new materials in the language which are useful for speaking' are replaced by 'I link the new word with familiar word or sound I know to help me remember the word when I speak.' Accordingly, for the successful completion of this study, 30 items were adapted and used to assess the speaking strategies employed by the students. In addition to this, the researcher designed additional questionnaires for the purpose of this research.

Thus, the questionnaire consisted of two parts. The first part of the students' questionnaire was the speaking strategy questionnaire which the participants responded using a 5-point Likert scale ranging from 1 (Never true of me) to 5 (Always true of me). It was used to assess the speaking strategies employed by the students. Regarding this, Oxford (1996) claimed that questionnaires are among the most efficient and comprehensive ways to assess the frequency of language

learning strategy use. Moreover, the advantage of using the SILL was that it is easy to administer to large groups. Moreover, it has a well-understood underlying structure for strategy categorization and employs a wide range of strategies, and all items of which are checked and rechecked for validity and reliability (Brown, 2007; Chamot, 2004; Oxford, 1990). In the second part of the students' questionnaire (which is also Likert-type), the students were asked seven questions. It was used to assess what the speaking activities and teacher's role looked like.

The items were checked and commented by the help of other English language teachers and the advisor. Moreover, pilot testing was conducted among fifteen students of similar standards. The purpose of this pilot testing was to check the appropriateness of the items in the questionnaire and to make the necessary correction based on the feedbacks. As a result of the pilot study, some of the questions found to be unclear for the respondents were restated in simple expressions and the others were condensed so as to make them clear based on the constructive comments given during the pilot testing. Moreover, Cronbach's Alpha was calculated to measure the reliability of the questionnaire and it was found to be reliable with Cronbach's Alpha result of .90.

3.4.2. Interview

Another instrument that was used to collect data in this study was semi-structured interview. This is a kind of interview for which questions are partially designed and the interviewer can ask additional questions while the interview is taking place. This data collecting instrument was preferred to get adequate information, free discussion, and response and flexibility that cannot be obtained through other data collection instruments (Best and Kahn, 2007). Thus, to gather the necessary data from the students in relation to the objective of the study, the researcher designed eight interview questions which were used to gather information from the students. It enabled the researcher to gather data in a face to face manner. The researcher used the interview to elicit from learners the type of strategies they used in facilitating their speaking skill. In addition to this, it was administered as a follow up (for triangulation) to the students' questionnaire and teachers' interview. It also gave him the opportunity to ask other related questions that would help to obtain additional information. In this regard, although 12 students were selected from the total population, it was conducted only with eight representative samples due to time constraints.

Similarly, to gather the necessary data from the teachers in relation to the objective of the study, the researcher designed eight interview questions which were used to gather information about teacher's awareness on the importance of strategy training and the roles in the process of teaching learning in relation to the provision of wide variety of activities and strategy training. The data obtained through the interview were recorded by a video and tape recorder.

3.4.3. Classroom Observation

The third instrument which was used to gather data was classroom observation. Seeing and listening are a key to observation. Thus, a field note, check list and video recording were used as data gathering tools. The field note was used to document speaking strategies used by the students. Regarding the teachers' roles on the practice of strategy training and provision of speaking activities, a check list was prepared and used to conduct classroom observations. In addition to this, video recording was used as a data gathering tool. This helped the researcher to obtain reliable data since there was an opportunity for him to observe and record a variety of speaking strategies students employed while they were practicing speaking activities in the classroom. The recording was made for about six times by professional camera man when the students were engaging in certain speaking activities at different times.

3.5. Data Collection Procedures

Above all, the data collection instruments need to be appropriate to the objective of the study so that they can have a potential to gather adequate and reliable information to meet/achieve the purpose of the study. Thus, all the data collection instruments were checked and approved by the advisor.

Then, regarding the first part of the questionnaire, the participants were told that the purpose of the research was to gather information about their strategy use. They were also informed that their responses are very crucial for the truthfulness and completion of this research. Moreover, they were told how to respond to the items, that is, not to respond the items in terms of what they think they should do, rather in terms of what they actually do when they were learning speaking skills and also was ordered that they should respond to the questionnaire without discussing with their classmates as the strategy use can differ from student to students. Moreover, they were told to answer the second questionnaire in a similar way about what the speaking activities and their

spoken English teacher's role looked like. Finally, the questionnaires were distributed at the same time to 46 of the students when they were attending the class and collected immediately after they completed the questionnaire of which the process took about an hour to be administered and collected. Regarding students interview, they were asked individually to avoid bias and influence of one another so that every interviewee can speak of his/her own experience. In this regard eight students responded to eight interview questions which were designed by the researcher.. But regarding teachers interview, it was made with the teacher a day after the completion of students' interview. Finally, for the observations, the researcher made the necessary arrangement for classroom observation with the agreement of the English teacher and conducted the observation for six sessions. It was conducted in the hope that it enriched the data gathered from the students and the teachers through other instruments. Accordingly, data from classroom observation was gathered through field note, observation checklist and video recordings to observe classroom activities and teacher roles regarding the provision of variety of speaking activities and strategy training as well as learners' strategy use.

3. 6. Data Analysis Procedures

As already mentioned, both qualitative and quantitative techniques of data analyses were employed in this study. With this regard, data obtained from the questionnaire were made ready for analysis and interpretation after they were tallied and tabulated based on the responses of the subjects. Then, it was analyzed quantitatively in terms of percentage and frequency distribution in tables through the use of SPSS (Statistical Package for Social Science) program. In case of the qualitative data analysis, it was carried out manually and the first step was transcribing or transforming the recorded data obtained from the teachers and the students interview and classroom observation into a written form which was then grouped together in the way that was comfortable for the final analysis. Moreover, the data obtained from classroom observation through video recording was documented and some of its parts were transcribed into written form and was used for final analysis so that it can be analyzed and interpreted in its relation to the analysis and interpretation of the quantitative data.

CHAPTER FOUR

RESULT AND DISCUSSION

This chapter attempted to answer the questions of the study based on the data obtained from questionnaires, interview and observation. Accordingly, the data obtained from the questionnaires were analyzed quantitatively whereas, the data obtained from the interview and observation were analyzed qualitatively. The results of both quantitative and qualitative data analysis are presented as follows.

4.1. Results

4.1.1. Students' strategy use

The students' questionnaire consisted of 30 items of speaking strategies of which 15 items were designed for direct and the other 15 were designed for indirect strategies. Thus, three of the sub categories were assessed under the first main category called direct strategy and the other three sub categories were assessed under the second main category called indirect strategy. The speaking strategies assessed under direct strategies were memory, cognitive and compensatory strategies whereas met cognitive, affective and social speaking strategies were assessed under indirect strategies. Accordingly, the distribution of scores calculated for all subjects' response to the thirty items in the questionnaire designed to measure the six strategies grouped under the direct and indirect strategies are shown in Table 1, 3, 5, 7, 9 & 11. In addition, for each category of strategy, the scores were categorized and interpreted using the three levels of strategy usage developed by Oxford (Table 2, 4, 6, 7, 8 & 10). A reporting scale used to tell students which groups of strategies they use the most. These are: (1) "high usage" (mean ≥ 3.5), (2) "medium usage" (mean between 2.5 and 3.4), and (3) "low usage" (mean of ≤ 2.4) (Oxford, 1990). Then the data were analyzed using descriptive statistics.

4.1.1.1. Memory Strategies.

As discussed so far, memory strategies are strategies which are used for entering new information into memory storage and for retrieving it when needed for communication. Thus, to identify the speaking strategies employed by the subject, they were asked five items subsumed under the memory strategies to indicate in the questionnaire how often or frequently they use the

strategies when learning spoken English. The results are summarized and indicated in the following table.

Table 1: Students' Strategy Preference of Memory Speaking Strategy

No of items	Options										sum	Mea n	U s a g e
	Never true of me		Rarely true of me		Sometime s true of me		Usually true of me		Always true of me				
	(1)		(2)		(3)		(4)		(5)				
	N	%	N	%	N	%	N	%	N	%			
1	8	17.4	3	6.5	10	21.7	16	34.8	9	19.6	153	3.32	M
4	2	4.3	3	6.5	19	41.3	12	26.1	10	21.7	163	3.54	H
7	2	4.3	8	17.4	11	23.9	12	26.1	13	28.3	164	3.56	H
10	10	21.7	12	26.0	11	23.9	9	19.6	4	8.7	123	2.67	M
13	2	4.3	4	8.7	9	19.6	14	30.4	17	37.0	178	3.86	H
Total	5	10.9	6	13.0	12	26.1	12	26.1	11	23.9	781	3.4	M

As can be seen from Table, memory strategy seemed to be generally employed all the time by the majority, 23(50.0%) of the students. Here, of the 50.0% of the respondents, 12(26.1%) replied to 'usually' and 11(23.9%) to 'Always'. Similarly, 12(26.1%) of the total population claimed they 'sometimes' utilized the memory sub strategies indicated in the questionnaire. Hence, the majority of the students appeared to be strategic in this regard as there were a least percentage 11(23.5%) of the total population who claimed that they very seldom or infrequently employed the strategy of whom 5(10.4%) responded to 'Never' and 6(13.1%) to 'Rarely'

Furthermore, when we examine the student's response to the individual item subsumed under the memory strategy (item number 1, 4, 7, 10 and 13), the following results were obtained. Thus, in response to the question whether they use to revise language materials they learnt in a way that it can be remembered and used when speaking, 31(67.4%) of the students, the highest share in percentage, indicated that they always or usually used to revise the language materials they learned to remember them when they speak. Results of the analysis showed the item has a mean of 3.86. This strategy (item number, 13) was ranked first both in memory strategy and the overall strategy.

To a further question asked subjected how frequently they tried to remember language items by practicing repeatedly, 25(54.3%) of them claimed that they employed the strategy. 12(26.1%)

replied to 'Usually' and 13(28.3%) to 'Always'. The calculated mean for this item (item number, 7) is 3.56. It was ranked second in memory strategy and fourth in overall strategy.

Similarly, when the student were asked how often or frequently they tried to associate what they already knew with the new language information in order to remember them, 22(47.8%) of the students replied that they employed the strategy most frequently of whom 12(26.1%) replied to 'Usually' and 10(21.7%) to 'Always'. The mean for the item is 3.54. This strategy (item number, 4) was ranked third in memory strategy and fifth in overall strategy.

Furthermore, in response to the question whether they used new language item by placing them in meaningful context to remember them, more than half of the population 25 (54.3%) responded that they made use of the strategy of whom 16 (34.8%) replied to 'Usually' and 9(19.6%) to 'Always'. The mean for the item (item number, 1) is 3.32. It was ranked fourth in memory strategy and eighth in overall strategy. On the other hand, to a further question asked subjects how frequently they linked the new world with the familiarly world or sound they knew to help them remember the world, a large parentage of the students 22(47.8%) claimed that they infrequently employed the strategy. Here, 10 (21.7%) replied to 'usually' and 12(26.1%) to 'Always'. Result of the analysis showed the item (item number, 10) has a mean of 2.67. This strategy was ranked last (fifth) in memory strategy and nineteenth in overall strategy/See Appendix 5/.

This being students' responses regarding the use of memory strategies in general, let us see individual student's strategy use based on the three level reporting scales. The results are summarized and indicated in the following table.

Table 2: Students' Memory Speaking Strategy Use (N=46)

	level	Value	N	%
Speaking strategy use for 5 items under memory strategy	Low	mean of ≤ 2.4	10	21.7
	Medium	mean b/n 2.5-3.4	12	26.1
	High	mean ≥ 3.5	24	52.2
Total			46	100

As shown in Table 1 above, 24 (52.2%) of the respondents confirmed that they make use of variety of speaking strategies grouped under memory strategy highly in learning spoken English. The analysis also revealed that speaking strategy use of 12 (26.1%) of the students in the target group is moderate. On the other hand, 10 (21.7%) of the students indicated that their application of speaking strategies grouped under memory strategy is low.

On top of this, for the total sample, the mean and percentage showed that memory strategies had the highest percentage (67.9%) indicating the high-medium use of speaking strategy grouped under memory strategy with a mean of 3.4/see Appendix 5/.

In the flow up interview, a question was asked to confirm the student use of memory strategy and the student responses revealed that they used various memory subs strategies. Some of the memory sub strategies the students reported to use during the interview were practicing before class room presentation by speaking in mind (rehearsal) in order to refresh their memory, using language item in context and speaking slowly in order to get time to remember language items/See Appendix 6/.

It is clear that memory strategies are mental activates rather than overt and observable activities. However, during the class room observation, the students were noticed employing certain speaking strategies that seem memory strategies. Among this, attempt to retrieve lexical items saying a series of unfinished pronunciation before reaching or recalling the right pronunciation, keeping on repeating phrases or clauses neither for it was said wrongly nor for expressing it in some other ways, but for the sake of recalling the previously stored structure were some of the strategies detected/ recorded during the classroom observation.

4.1.1.2. Cognitive Strategy

Similarly, a question was asked in connection with the cognitive strategy used by the students. The items included in the questionnaire were ‘I transfer the knowledge of words, concepts or structures from their mother tongue (L1) to English (L2)’, ‘I learn new expressions by practicing orally’, ‘I participate in communication exercises and etc. The results are summarized and indicated in the following table.

Table 3: Students' Strategy Preference of Cognitive Speaking Strategy

Number of items	Options										sum	Mean	Usage
	Never true of me		Rarely true of me		Sometimes true of me		Usually true of me		Always true of me				
	(1)		(2)		(3)		(4)		(5)				
	N	%	N	%	N	%	N	%	N	%			
2	3	6.52	4	8.7	13	28.3	14	30.4	12	26.0	166	3.68	H
5	14	30.4	17	37.0	10	21.7	3	6.5	2	4.3	100	2.17	L
8	12	26.0	15	32.6	6	13.0	11	23.9	2	4.3	114	2.47	L
11	4	8.7	6	13.0	11	23.9	13	28.3	12	26.0	161	3.50	H
14	2	4.3	4	8.7	11	23.9	15	32.6	14	30.4	173	3.76	H
Total	7	15.2	9	19.6	10	21.7	12	26.1	8	17.4	714	3.11	M

According to Table 3 above, 20(43.5%) of the students appeared to be inclined to employ the strategy. Here, of 20(43.5%) of the students, 12(26.1%) of them frequently and 8(17.4%) of the most frequently employed the strategy in their speech. Similarly, 21.7% of the respondents claimed that they 'sometimes' utilized the speaking strategies under cognitive strategy. To the contrary, 16(34.8%) of the student responded that they made little use of cognitive speaking strategies. Here, 7(15.2%) of them responded that they most infrequently used the strategies whereas 9(19.6%) of them replied that they seldom employed the strategy.

When we proceed to the examination of each strategy, the following results were obtained. Thus, when asked how frequently they used to transfer the knowledge of words, concepts or structures from their mother tongue (L1) to English (L2), 29 (63.0%) of the students, the highest share in percentage, claimed that they frequently (15, 32.6%) and most frequently (14, 30.4%) utilized the strategy. The item (item number, 14) was ranked first in cognitive strategy and second in overall category with the mean of 3.76.

Similarly, in response to the question whether or not they learn new expressions by practicing orally, 26(57.1%) of the students, the second highest share in percentages, reported that they practiced new expressions in language orally. The calculated mean and standard deviation of the item is 3.68 and 1.16 respectively. The item (item number, 2) was ranked second in cognitive strategy and third in overall category with the mean of 3.68.

Moreover, in response to the question whether or not they participated in communication exercises, a little more than half of the population 25 (55.0%) reported that they employed the strategy; 13(28.3%) usually and 12(26.1%) always participated in communication exercises. This item (item number, 11) was ranked third in cognitive strategy and sixth in overall category with the mean of 3.50.

On the other hand, in response to the question whether or not they imitated the way native or proficient speakers talk in the language, 27(58.7%) of the students indicated that they very seldom of whom 12(26.1%) never and 17(32.6%) rarely employed the strategy. The calculated mean for the item (item number, 8) was 2.47. The item was ranked fourth in cognitive strategy and twenty third in the overall category.

On top of this, to the further question asked whether or not they recorded their voice and compare it with proficient or native speakers the result showed that the strategy was reported to infrequently or very seldom utilized by the majority, (31, 67.4%) of the students of whom 14(30.4%) and 17(37.0%) replied to ‘Never’ and ‘Rarely’ employed the strategy respectively. The item was ranked last (fifth) in cognitive strategy and (thirtieth) in overall category with the mean of 2.17/see Appendix 5/.

Let us proceed to see individual student’s strategy use based on the three level reporting scales. The results are summarized and indicated in the following table.

Table 4: Students’ Cognitive Speaking Strategy Use (N=46)

	level	value	N	%
Speaking strategy use for 5 items under cognitive strategy	Low	mean of ≤ 2.4	16	34.8
	Medium	mean b/n 2.5-3.4	11	23.9
	High	mean ≥ 3.5	19	41.3
Total			46	100

As can be seen from the table, 19 (41.3%) of the total population make use of cognitive speaking strategies effectively; their overall strategy use is rated ‘high’. Moreover, the analysis also revealed that the cognitive strategy use of 11(23.9%) of the total population is moderate. On the

other hand, the other group of respondents, 16 (34.8%) indicated that their application of cognitive speaking strategy is 'low'. Furthermore, for the total sample, the mean and percentage showed that the cognitive speaking strategies had the second highest percentage (62.1%) next to memory strategy use. Similarly, the mean showed a medium use of cognitive speaking strategies ($M = 3.1$) /see Appendix 5/.

Similarly during the follow up interview on cognitive strategy, the responses tended to show remarkable use of strategy. Among this, practicing the language in the classroom by participating in activities given, using dictionaries and speaking naturalistically were the main sub strategies used by students in their efforts to become proficient English speakers/see Appendix 6/.

During the classroom observation, the students were noticed employing certain sub strategies in developing their speaking skills. Among these, practicing English by delivering prepared and impromptu speech to the class, providing reasons, practicing the language in whole class discussion and transferring were the most commonly used cognitive sub strategies detected /recorded/ during classroom observation/see Appendix 6/.

4.1.1.3. Compensation Strategies

As to Oxford (1990), compensation strategies enable students to make up for missing knowledge in the process of comprehending or producing the target language, for example, students used gestures when they had difficulty of producing the language, and they would use a word or phrase that has equivalent meaning as an English word they cannot think. In other words, it is to mean that the students made up new words when they did not know the right ones. She also identified strategies such as code switching, circumlocution, approximation and so on.

Accordingly, the participants were asked to indicate in a questionnaire how frequently they employed the variety of sub strategies grouped under compensation strategies. The results are summarized and indicated in the following table.

Table 5: Students' Strategy Preference of Compensation Strategies

No of items	Options										Sum	Mean	Usage
	Never true of me		Rarely true of me		Sometimes true of me		Usually true of me		Always true of me				
	(1)		(2)		(3)		(4)		(5)				
	N	%	N	%	N	%	N	%	N	%			
3	5	10.9	13	28.3	9	19.6	13	28.3	6	13.0	140	3.04	M
6	6	13.0	14	30.4	12	26.1	8	17.4	6	13.0	132	2.86	M
9	7	15.2	5	10.9	10	21.7	14	30.4	10	21.7	153	3.32	M
12	8	17.4	7	15.2	8	17.4	15	32.6	8	17.4	146	3.17	M
15	2	4.34	17	37.0	16	34.8	9	19.6	2	4.3	130	2.82	M
Total	6	13.0	11	23.9	11	23.9	12	26.1	6	13.0	701	3.04	M

As can be seen from Table, compensation strategy was employed most frequently by 18(39.1%) of the students of whom 12(26.1%) replied to 'Usually' and, 6(13.0%) to 'Always'. At the same time, 11(23.9%) of students responded that they 'sometimes' employed the strategy. However, the strategy was also reported to infrequently or very seldom utilized by 19(36.9%) of the students of whom 6 (13.0%) responded to 'Never' and the other 11(23.9%) replied to 'Rarely'

With regarded to the individual items included in the questionnaire to assess the use of compensation strategies, the following results were obtained. When the students were asked whether or not they used physical expressions such as gesture, to indicate meaning when failing to think of language items while speaking, a little more than half 24(52.1%) of the students responded that they employed the strategy most frequently of whom 14(30.4%) and 10(21.7%) replied 'Usually' and 'Always' respectively. This item (item number, 9) was ranked first in compensation strategy and eighth in overall category with the mean of 3.32.

To a further question asked the participants how often or frequently they tried to reduce the message and use simple expressions when failing to express or use the whole message while speaking, 23(50%) of the students responded that made use of the strategy. Here, 15(32.0 %) responded to 'Usually' and 8(17.4%) to 'Always'. The calculated mean for this item (item number 12) is 3.17 and it was ranked second in compensation strategy and eleventh in the overall category.

Similarly, when the students were asked how often or frequently they used equivalent language item when failing to get the right word or expressions while speaking, 19(41.8%) of the students indicated that they most frequently employed the strategy. Here, of 13(41.3%) of them, 6(28.3%) replied to 'Usually' and 'Always' respectively. This item (item number, 3) was ranked third in compensation strategy and twelfth in overall category with the mean of 3.04.

On the other hand, in response to the question whether or not they make up or coin new words to communicate while speaking, 20(43.4%) of the students responded that they infrequently or very seldom employed the strategy (6, 13.0% replied to 'Never' and, 14, 30.4% to 'Rarely'). This item (item number, 6) was ranked fourth in compensation strategy and fifteenth in overall category with the mean of 2.86.

Furthermore, in response to the question whether or not they asked their teachers or classmates to tell them the right expression when they do not seem to get the right word or expression while speaking, 19(41.2%) of the respondents indicated that they very seldom or infrequently employed the strategy. The calculated mean for this item (item number 15) is 2.82 and it was ranked fifth in compensation strategy and sixteenth in the overall category/see Appendix 5/.

When we examine the individual student's strategy use based on the three levels reporting scales, the results are summarized and indicated in the following table.

Table 6: Students' Compensation Speaking Strategy Use (N=46)

	level	Value	N	%
Speaking strategy use for 5 items under compensation strategy	Low	mean of ≤ 2.4	16	34.8
	Medium	mean b/n 2.5-3.4	13	28.3
	High	mean ≥ 3.5	17	36.9
Total			46	100

As shown in Table 6, 17 (36.9%) of the respondents confirmed that they make use of variety of compensation strategies highly in learning spoken English. The analysis also revealed that compensation speaking strategy use of 13 (28.3%) of the students in the target group is 'moderate'. On the other hand, 16 (34.8.7%) of the students indicated that their application of

speaking strategies grouped under compensation strategy is 'low'. Moreover, the mean and percentage for a total population, showed that compensation strategy had the third rank in percentages (62.1) indicating a medium use of compensation strategies with a mean of 3.0/see Appendix 5/.

In the follow up interview, a question was asked to confirm the students' use of communication strategy and the students responses revealed that they make use of various compensation strategies despite certain gaps of knowledge. Some of the compensation strategies the students reported to use during the interview were using gesture, using equivalent words or expression and, switching to mother tongue, which was reported by a few students /see Appendix 6/.

Furthermore, the data obtained during the classroom observation also appeared to be correlated with and support the result obtained from the questionnaire and interview. Among the compensation strategies detected during successive classroom observation, strategy such as using gestures, word coinage, circumlocution or synonyms, using fillers or pauses and asking for help were some of the strategy most widely used by the student in filling gaps of knowledge and overcoming problems while speaking. Moreover, the students were observed using strategies such as switching to mother tongue particularly in classroom discussion and, message reduction and message abandonment in their presentation and in their attempt to answer certain questions they were asked. However, it was noticed during the classroom observation that except few students, some of the students did not participate particularly in classroom discussions. Generally, during classroom observation, the student appeared to employ a wide variety of compensation strategies found to be in line with the findings of the follow up interview and to the results of the student responses to the questionnaire/see Appendix 6/.

4.1.1.4. Meta cognitive Strategy

As discussed so far, met cognitive strategy mainly enables learners to control their cognition through creating practice opportunities, planning for language tasks, and making self evaluation through monitoring error that could help for the further improvement to minimize language gaps. Accordingly, to investigate student met cognitive strategy use, questions were asked on how they made preparation before delivering speech in class whether or not they corrected themselves

when they made mistakes /errors, and whether not they plan their goal to practice the language so as to be proficient speakers. The results are summarized and indicated in the following table.

Table 7: Students' Strategy Preference of Meta cognitive Strategies

No of items	Options										Sum	Mea n	U s a g e
	Never true of me		Rarely true of me		Sometime s true of me		Usually true of me		Always true of me				
	(1)		(2)		(3)		(4)		(5)				
	N	%	N	%	N	%	N	%	N	%			
18	12	26.1	9	19.6	12	26.1	6	13.0	7	15.2	125	2.71	M
21	13	28.3	15	32.6	8	17.4	5	10.9	5	10.9	112	2.43	L
23	4	8.7	6	13.0	11	23.9	15	32.6	10	21.7	159	3.45	M
26	8	17.4	7	15.2	7	15.2	14	30.4	10	21.7	149	3.23	M
29	12	26.1	13	28.3	11	23.9	6	13.0	4	8.7	115	2.50	M
Total	10	21.7	10	21.7	10	21.7	9	19.6	7	15.2	660	2.8	M

As can be seen from the above Table, 20(43.4%) of them indicated that they made little use of met cognitive strategies. Here of 43.0% of the students, 10(21.7%) of them replied to 'Never' and 10(21.7%) to 'Rarely'. However, 16(34.8%) of the students reported that they utilized the strategy most frequently of whom 9(19.6%) replied to 'Usually' and 7(15.2%) to 'Always'. Similarly, considerable presented 10(21.3%) of the total population claimed that they "sometimes" employed the strategies.

With respect to the individual items included in the questionnaire to investigate the use of met cognitive strategy, the following results were obtained. Accordingly, when the students were asked how often they prepared for oral presentation considering the requirements so as to make a good talk, 25(54.3%) of the respondents indicated that they most frequently utilized (32.6% = 'Usually', 21.7% = 'Always') strategy. This item (item number, 23) was ranked first in met cognitive strategy and seventh in overall category with the mean of 3.45.

Similarly, a little more than half 24(52.2%) of the total population reported in the questions that they arranged their schedule to study and practice new language materials consistently. Here, 14 (30.4%) replied to 'Usually' and, 10(21.72%) to 'Always'. The calculated mean for this item (item number 26) is 3.23 and it was ranked second in met cognitive strategy and tenth in the overall category.

Furthermore, when asked if they corrected themselves when they felt that they were not using the correct form while speaking 21(45.6%) of them reported that they very seldom used the strategies (12, 26.1% replied to 'Never' and 9(19.6%) to 'Rarely'. This item (item number, 18) was ranked third in met cognitive strategy and eighteenth in overall category with the mean of 2.71.

On the other hand, 54.3% of the students confirmed that they infrequently (26.1% = 'Never' and 28.3% = 'Rarely') planned their goal for language learning in order to become proficient in English. This item (item number, 29) was ranked fourth in met cognitive strategy and twenty second in overall category with the mean of 2.50.

Similarly, in response to the questions whether or not they looked for people they can talk to in English so as to share ideas about learning language problems and specific speaking strategies, 60.9% of the respondents, the highest share in percentage, claimed that they infrequently employed the strategy (13, 28.3% to 'Never' and, 15, 32.6% to 'Rarely'). The calculated mean for this item (item number 21) is 2.43 and it was ranked fifth in met cognitive strategy and twenty-fifth in the overall category/see Appendix 5/.

This being students' responses regarding the use of met cognitive strategy in general, let us see individual student's strategy use based on the three level reporting scales. The results are summarized and indicated in the following table.

Table 8: Students' Meta cognitive Speaking Strategy Use (N=46)

	Level	value	N	%
Speaking strategy use for 5 items under met cognitive	Low	mean of ≤ 2.4	23	50.0
	Medium	mean b/n 2.5-3.4	11	23.9
	High	mean ≥ 3.5	12	26.1
Total			46	100

As can be seen from Table 4, 23 (50.0%) indicated that their application of met cognitive speaking strategy is 'low'. The analysis also revealed that the met cognitive strategy use of 11(23.9%) of the total population is moderate. On the other hand, the other group of the respondents, 12 (26.1%) of the total population make use of met cognitive speaking strategies

effectively; their overall strategy use is rated 'high'. As for the total sample, the analysis revealed that met- cognitive strategies had 57.4 and 2.8 percentage and mean respectively indicating a medium use.

In the follow up interview on met cognitive strategy, the interview revealed that they use variety of met cognitive sub strategies. Among these; preparing oneself by focusing on important point for presentation, organizing ideas, practicing with friends before the actual presentation and trying to minimize errors as much as possible or to the level best were some of the met cognitive strategies mentioned by them.

In the successive observation, some of the sub strategies which were indicated and reported in the questionnaire and during the interview were noticed /see Appendix 6/. As most of the sub strategies subsumed under met cognitive strategies seemed to be done or practiced either individually or in groups, planning, organizing, monitoring one's speech and seeking practice opportunity to speak were some of the individually practiced met cognitive strategies observed and recorded being used by some of the students. However, among the met cognitive strategies correcting one's speech by identifying and learning from errors was not common among them as a few students were observed correcting their errors. Moreover, it was detected /observed countless time that some of the students couldn't get opportunity to practice the language mostly in group discussion.

4.1.1.5 Affective Strategy

Affective strategy is the strategy that assists learners to manage their emotion, motivation and attitudes associated with learning and using the language. This can be achieved by lowering anxiety, encouraging oneself and monitoring emotion. Thus, to identify the different affective speaking strategies the students employed, they were asked to indicate in the questionnaire how often or frequently they employed the strategies. The results are summarized and indicated in the following table.

Table 9: Students' Strategy Preference of Affective Strategies

No of items	Options										Sum	Mea n	U s a g e
	Never true of me		Rarely true of me		Sometime s true of me		Usually true of me		Always true of me				
	(1)		(2)		(3)		(4)		(5)				
	N	%	N	%	N	%	N	%	N	%			
16	11	23.9	7	15.2	17	37.0	8	17.4	3	6.5	123	2.67	M
20	12	26.1	4	8.7	19	41.3	6	13.0	5	10.9	126	2.73	M
25	10	21.7	5	10.7	15	32.6	11	23.9	5	10.9	134	2.91	M
28	15	32.6	16	34.8	5	10.9	5	10.7	5	10.9	107	2.32	L
30	16	34.8	14	30.4	6	13.0	6	13.0	4	8.7	106	2.30	L
Total	13	28.3	9	19.6	12	26.1	7	15.2	5	10.9	596	2.6	M

As indicated in Table 9, 22(47.9%) of the students responded that they infrequently or very seldom employed affective speaking strategies. Here, of 47.9% of the respondents, 13(28.3%) replied to 'Never' and 9(19.6%) to 'Rarely'. On the other hand, 12(26.1%) of the total population indicated that they most frequently utilized the strategy (7, 15.2% to 'usually and, 5, 9.6% to 'Always'. Similarly, 26.9% of the students responded that they 'sometimes' employed the sub strategies indicated in the questionnaire.

These being the students' response regarding the use of affective strategies in general, let us proceed to see the individual item subsumed under the strategy. When asked how often they encouraged themselves by thinking and suggesting positive statements in order to feel more confident and be more willing to take risks, considerable percentage, 16(34.8%) of the students (11, 23.9% 'Usually' and, 5, 10.9% 'Always') claimed that they frequently utilized the strategy. At the same time, 15(32.6%) of the students confirmed that they 'sometimes' employed the strategy. However, the strategy was also reported to be used infrequently by 15(32.6%) the students (10, 21.7% 'Never' and, 5, 10.9% 'Rarely'). This item (item number, 25) was ranked first in affective strategy and fourteenth in overall category with the mean of 2.89.

Furthermore, when asked whether or not they were afraid of making mistakes, large percentage 19(41.3%) of the students indicated that they are sometimes and sometimes not afraid of making mistakes. Moreover, 11(23.9%) of the students confirmed that they were not afraid of making mistakes (6, 13.4% 'Usually' and 5, 10.9% 'Always'). To the contrary, 16, (34.8%) of the

students responded that they are afraid of making mistakes. The calculated mean for this item (item number 20) is 2.73 and it was ranked second in affective strategy and seventeenth in the overall category.

In response to the question whether or not they relaxed themselves when they become tense while speaking, 39.1% of the students indicated that they seldom (11, 23.9% 'Never' and, 7, 15.2% 'Rarely') relaxed themselves when they become tense while speaking. On other hand, 17(36.9%) of the students responded that they 'sometimes' get relaxed, and the other 11(23.9%) of the students indicated that they most frequently (8, 17.3% 'Usually' and, 3, 6.5% 'Always') tried to relax themselves when they become tense while speaking. This item (item number, 16) was ranked third in affective strategy and nineteenth in overall category with the mean of 2.67.

On top this, 31(67.4%) of the respondents, the highest share in percentage, revealed that they very seldom (15, 32.6% 'Never' and, 16, 34.8% 'Rarely') discussed their speaking performance in English with their friends. Moreover, 10 (21.7%) claimed that the frequently (5, 10.7% 'Usually' and, 5, 10.7% 'Always') discussed their feelings about language learning process by using the language in order get better learning ways. This item (item number, 28) was ranked fourth in affective strategy and twenty seventh in overall category with the mean of 2.32. Similarly, 30(65.2%) of the respondents, the highest share in percentage, revealed that they infrequently or very seldom (34.8% = 'Never' and, 30.4% 'Rarely') discussed their feelings with their friends. The calculated mean for this item (item number 30) is 2.30 and it was ranked fifth in affective strategy and twenty- eighth in overall category/see Appendix 5/. Now, let us proceed to see individual student's strategy use based on the three level reporting scales. The results are summarized and indicated in the following table.

Table 4: Students' Affective Speaking Strategy Use (N=46)

Speaking strategy use for 5 items under affective strategy	level	value	N	%
	Low	mean of ≤ 2.4	22	47.9
	Medium	mean b/n 2.5-3.4	12	26.1
	High	mean ≥ 3.5	12	26.1
Total			46	100

As can be seen from Table 4, 12 (26.1%) of the respondents' affective speaking strategy use is 'high'. The analysis also revealed that speaking strategy use of 12 (26.1%) of the students in the target group is moderate. On the other hand, 22 (47.9%) of the students' application of speaking strategies grouped under memory strategy is 'low'. On top of this, for the total population, the mean and percentage showed that affective strategies have the least percentage (51.8%); however, indicating a medium use of affective speaking strategies with a mean of 2.6/see Appendix 6/.

The results of the interview also support the responses given by the students in the questionnaire. During the interview, the students told the researcher that they used various affective sub strategies in order to reduce tension and manage emotion while speaking. Moving from one side to the other side of the class when delivering speech, encouraging oneself, concentrating the topic by preparing well were among the strategies reported by the students. The other strategy employed by the students, as reported during the interview, was encouraging oneself by suggesting positive ideas considering their teachers as their fathers and the students as their friends/see Appendix 6/.

During the successive classroom observation most of the students were seen (recorded) speaking with appreciable confidence despite making mistakes particularly in classroom presentation. The prominent strategy detected during the classroom observation were taking risk despite committing mistakes /errors speaking without any anxiety both in individual presentation and group discussions /see Appendix 6/.

4.1.1.6. Social Strategy

In a similar manner, the students were asked to indicate their responses' concerning the various social strategies in the questionnaire. The items were statements such as 'I cooperate with others to practice and share information in learning the language', 'I ask questions for verifications and explanation in class', 'I asked their instructors or classmates for correction of errors while speaking' and etc. The results are summarized and indicated in the following table.

Table 11: Students' Strategy Preference of Social on Strategies

No of items	Options										Sum	Mea n	U s a g e
	Never true of me		Rarely true of me		Sometime s true of me		Usually true of me		Always true of me				
	(1)		(2)		(3)		(4)		(5)				
	N	%	N	%	N	%	N	%	N	%			
17	16	34.8	14	30.4	7	15.2	6	13.0	3	6.5	104	2.26	L
19	9	19.6	5	10.9	9	19.6	16	34.9	7	15.2	145	3.15	M
22	15	32.6	14	30.4	7	15.2	5	10.9	5	10.9	109	2.36	L
24	13	28.3	14	30.4	9	19.6	5	10.9	5	10.9	113	2.45	L
27	9	19.6	16	34.8	11	23.9	6	13.0	4	8.7	118	2.56	M
Total	12	26.1	12	26.1	9	19.6	8	17.4	5	10.9	588	2.5	M

As can be seen from Table 11, the majority 24(52.2%) of the students responded that they made little use of social strategies. However, 13(28.3%) of the total population replied that they most frequently (8, 17.4% usually and, 5, 10.9% always) utilized the strategies. Similarly, 9(19.6%) of the total population indicated that they 'sometime' employed the strategies. In addition to this, a further analysis on social strategy use for the total sample showed that it had the least percentage (51.1%) indicating mean of 2.5 which is the medium low use speaking strategies subsumed under social strategy.

When we examine the students' responses to the individual item grouped under social strategy, the following result were obtained. Thus, in response to the question whether or not they cooperate with others to practice and share information in learning the language, almost half, 23(50%) of the students responded that they most frequently (16, 34.9% 'Usually' and 7, 15.2% 'Always') employed the strategy. This item (item number, 19) was ranked first in social strategy and twelfth in overall category with the mean of 3.15.

On the other hand, to a further question asked students how often they pay close attention to thoughts and feeling of others, the result showed that the strategy was employed infrequently by the majority 25(54.4%) of whom (9, 19.6% replied to never, and 16, 34.8% to rarely). This item (item number, 27) was ranked second in social strategy and twenty ninth in overall category with the mean of 2.56.

Another question asked under social strategy was whether they asked questions for verifications and explanation in class. The result showed that 27(58.7%) of the students infrequently or very seldom (28.3% = never, 30.4% = rarely) employed the strategy. The calculated mean for this item (item number 24) is 2.45 and it was ranked third in social strategy and twenty fourth in overall category.

Similarly, in response to the question whether they asked their instructors or classmates for correction of errors while speaking, a large percentage 29(63.0%) of the students claimed that they infrequently or very seldom (15, 32.6% infrequently and, 14, 30.4% very seldom or rarely) asked their instructors or classmates for correction of errors while speaking. The calculated mean for this item (item number 22) is 2.36 and it was ranked fourth in social strategy and s twenty first in the overall category.

Finally, in response to the question whether or not they tried to learn about the culture of English speaking people, 30(65.2%) of the students, the highest share in percentage, claimed that they 16(34.8%) infrequently and, 14(30.4%) very seldom employed the strategy. This item (item number, 17) was ranked fifth in social strategy and twenty ninth in overall category with the mean of 2.26/see Appendix 5/.

This being students' responses regarding the use of social strategies in general, let us see strategy use of individual student's based on the three level reporting scales. The results are summarized and indicated in the following table.

Table 12: Students' Social Speaking Strategy Use (N=46)

	Level	value	N	%
Speaking strategy use for 5 items under affective strategy	Low	mean of ≤ 2.4	25	54.3
	Medium	mean b/n 2.5-3.4	9	19.6
	High	mean ≥ 3.5	12	26.1
Total			46	100

As can be seen from the above Table, 25 (54.3%) of the respondents' application of social speaking strategy is 'low'. Moreover, the social speaking strategies use of 9 (19.6%) of the

students is found to be moderate. On the other hand, 12 (26.1%) of students' utilization of social speaking strategies is 'high'.

The result of the interview also appeared to support the responses given by the students in the questionnaire. Most of the interviewees told the researcher that cooperating with friends to practice and share information was the strategy predominantly used by the students inside the classroom. On top of this, a few interviewees also reported during the interview that they used strategies such as practicing the language with their friends outside the class particularly in the English day/see Appendix 6/.

The classroom observation also revealed that the students most frequently cooperated in learning the language through discussion in the classroom. Moreover, although not used by most of the students, asking for confirmation asking for clarification was noticed/recorded during classroom observation through video recording/see Appendix 6/.

Generally speaking, the students appeared to employ a variety of speaking strategies grouped under direct and indirect strategies. However regarding individual strategies subsummed under the different categories of direct and indirect strategies, it appeared to be used differently ranging from high to low use.

4.1.2. Result on Speaking Activities and Teacher's Role.

Apart from the questionnaire designed to gather information about student's strategy use, a questionnaire which consisted of seven items was used with the aim of gathering information about what the speaking activities and the teacher's role looked like in the teaching/learning process of spoken English classes in relation to the provision of speaking activities and strategy training. Thus, when we examine the subjects' responses to the individual items, the following results were obtained.

Table 13: Students' Responses to Speaking Activities and Teacher's Role

N O	Items	Never (1)		Rarely (2)		Sometime (3)		Usually (4)		Always (5)		Mean
		F	%	F	%	F	%	F	%	F	%	
1	The activities encouraged me to practice the language to develop my speaking skills	-	-	-	-	16	34.8	18	39.1	12	26.1	3.7
2	The activities can be practiced in a given time	19	41.3	15	32.6	9	19.5	3	6.5	-	-	1.9
3	The activities enable me to employ variety of speaking strategies	-	-	29	63.1	13	28.3	4	8.7	-	-	2.5
4	The activities enable me to interact/negotiate with the other students	-	-	13	28.3	27	58.7	6	13.0	-	-	2.8
5	The teacher encourages learners by creating conducive speaking environment	-	-	-	-	25	54.3	7	15.2	14	30.4	3.8

6	The teacher assesses learner' speaking strategy use by providing wide variety of oral activities	-	-	-	-	17	37.0	18	39.1	11	23.9	3.7
7	The teacher provides specific strategy training for the speaking strategies learners failed to employ	22	47.8	14	30.4	10	21.7	-	-	-	-	1.7

As can be seen from Table 13, in response to the question whether or not the provided activities were the ones that encourage them to practice the language to help learners' develop their speaking skills, the majority of the students, 30(65.2 %) the students responded that the provided activities frequently encouraged them to practice speaking in English. Similarly, a considerable percentage, 16(34.8 %) of the students reported that the provided activities 'sometimes' encourage them to practice speaking in English.

When asked whether or not the activities provided are the ones that can be practiced in a given time, 34(74.0%) of the students replied that the activities couldn't be practiced in a given time. On the other hand, 9(19.5%) of the students indicated that the activities could 'sometimes' be done in a given time, and the remaining, 3(6.5%), responded that the activities can usually be practiced in a given time.

Moreover, to a further question asked students whether or not the activities enable them employ variety of speaking strategies, 29(63.1%) of the students responded that the activities rarely enabled them to employ a variety of speaking strategies. However, 13(28.3%) of them responded that the activities 'sometimes' enabled them employ variety of speaking strategies, whereas 4(8.7%) of them responded that the activities 'usually' enabled them to employ variety of speaking strategies.

In response to the question whether or not the activities are the ones that enable them to interact with each other, 27(58.7%) the students responded that the activities 'sometimes' enabled them to interact with the others. Moreover, 6(13.0%) the total population responded that the activities 'usually' enabled them to interact with the others. On the other hand, 13(28.3%) of the respondents responded that the activities 'Rarely' encouraged them to interact.

Regarding the teacher's role, when asked whether or not their teacher creates conducive speaking environment by providing variety of oral tasks that can be done individually and in groups, the majority, 25(54.3%) of the students responded that their teacher sometimes provided them variety of oral tasks that can be done individually and in groups. Moreover, 21(45.6%) of the respondents responded that their teacher frequently creates conducive speaking environment. Here, of 45.6% of them 7(15.2%) replied to 'Usually' and 14(30.4%) to 'Always'.

On top of this, to a further question asked students whether or not the teacher assesses learner's speaking strategy use by providing a wide variety of oral activities, 29(63.0%) of the students responded that their teacher frequently assesses their strategy use by providing a wide variety of oral activities (39.1% replied to 'Usually' and 23.9% to 'Always').

In a similar manner, the students were asked to indicate whether their teacher provides specific strategy training for the speaking strategies they failed to employ. Accordingly, 36(78.2%) of the students, the highest share in percentage, responded that their teacher infrequently and very seldom provided them specific strategy training for the speaking strategies they failed to employ (47.8% and 30.4%), whereas the remaining, 10(21.7%) of the students responded that their teacher 'sometimes' provided them specific strategy training activities for the speaking strategies they failed to employ.

4.2. Discussion

This study showed that second year English major students taking the spoken English course at Mettu Teachers College were able to employ a variety of speaking strategies. The results of this study are discussed as follows based on the descriptive study results on speaking strategies reported by different researchers.

Regarding strategy use, the most widely utilized strategies by the students in this study were memory strategies. This finding, although Oxford (1987, as cited in Oxford, 1990) had found

that university students report using memory strategies infrequently, seems to agree with the findings of some researchers such as Cohen & Apex; Nikos (as cited in Oxford 1990). Their findings generally showed that memory strategies were indeed widely used among university students. In addition to this, further examination of the literature also revealed that students in a foreign environment had strong preferences for memory strategies rather than communicative strategies such as working with others, asking for help and cooperating with peers (Wharton, 2000), which was also found to be in line with the findings of this study. The similarity between this study and that of Cohen & Apex; Nikos (as cited in Oxford 1990) is that both the study are conducted on foreign language learners where the students learn English as a major subjects. The possible reason for learners strong preferences for memory strategies could be attributed to the nature of the course as individuals has to prepare for oral presentation or attributed to the individuals students perhaps for fear of failing the course.

Moreover, of all the memory sub strategies, revising language materials in a structured way, practicing repeatedly and associating the sounds of new words with familiar words they knew so as to remember them when they speak were predominantly employed sub strategies among the participants of this study. During the interview, the students confirmed that they employed these memory sub strategies to make oral presentations.

Another important and interesting finding was that the students were able to employ different sub- strategies when compensating for missing knowledge while speaking. As to Oxford (1990), compensation strategies enable students to make up for missing knowledge in the process of comprehending or producing the target language, e.g. students used gestures when they had difficulty producing the language, and they would use a word or phrase that has equivalent meaning as an English word they cannot think of. Similarly, in compensating for the missing knowledge, as indicated in the result section of this chapter, gestures, word coinage and circumlocution were among the prominent compensation sub strategies utilized by the students. Thornberry (cited in Griffiths, 2008) states that when students are learning a second or foreign language, most of the time they lack confidence, so, in order to avoid embarrassment they might tend to use body language to express what they want to say. Hedge (2000) affirms that teachers need to build confidence in their students so that they will be able to achieve and produce the language automatically.

When we look at the met cognitive strategies, it appeared to be moderately utilized by the students. This finding to some extent seems to have similarity with findings of Chamot et al.'s (as cited in Oxford, 1990) that met cognitive strategy increases somewhat as learner's progress to higher learning. However, the met cognitive learning strategies are not keeping learners on the right track as the majority of the students met cognitive speaking strategy use is found to be low. In relation to this, further examination of the literature revealed that students in a foreign environment had strong preferences for met cognitive strategies and met cognitive strategy use allows good language learners to integrate the use of various strategies in a positive way. Moreover, it has been found that successful language learners have reported to use more and wider range of learning strategies than less-successful students and high met cognitive strategy use also related to high language proficiency (Griffiths, 2008; O'Malley & Chamot, 1990).

When we examine the sub strategies subsumed under met cognitive strategy, although not utilized by the majority, correcting mistakes while speaking, planning/making arrangements before presenting speech were the most commonly used sub strategies. However, during the observation it was noticed that the majority of students appeared to focus on fluency oriented strategies without trying to correct their errors which is directly related to 'low' met cognitive speaking strategy use. Moreover, as taking time to prepare for learning and plan what needs to be accomplished makes a major difference in learning, met cognitive strategies such as planning for a goal for better language learning so as to use the language in the long run was rarely or infrequently used by the majority.

O'Malley and Chamot (1990, p. 8) stated that "students without met cognitive approaches are essentially learners without direction or opportunity to plan their learning for future learning" to emphasize the importance of met cognition. Moreover, met cognitive strategies are essential for successful language learning since these strategies provide a way for learners to coordinate their own learning process and help them to seek practice opportunities (Oxford 1990) and enable learners to monitor their comprehension, production, or recall so that they can identify difficulties and select problem solving strategies to address the difficulties (Chamot, as cited in Chamot, 2004). Therefore, the met cognitive awareness of how students can control and positively impact their language learning must be supported until the crucial element of conditional knowledge is in place (Griffiths, 2008).

Furthermore, regarding the affective strategies, it was found to be employed moderately by the subjects of this study as the mean for individual strategy items in this category showed a medium use. As discussed in the result section, the students used various affective sub strategies in reducing their anxiety and encouraging themselves particularly when presenting oral speech despite making errors. Thus, taking risk was the predominantly employed strategy. During the classroom observation, it was noticed that the teacher creates conducive speaking classroom environment by providing activities and encouraging students. This was found to be similar with the result obtained from teacher's interview and students' questionnaire. From this point, we understand that the teacher is keeping learners on the right track in developing learners' affective strategy use. Regarding this, it is stated that one of the measures of creating conducive speaking classroom environment is the beliefs the ESL teachers have about affective filters. Because speaking as a productive skill is highly influenced by these variables (River, 1987). Therefore, teachers have to play their roles by helping and encouraging learners so that learners can develop confidence.

Finally, regarding students' social strategy use, it was found to be employed moderately by the subjects of this study as the mean for individual strategy items in the category showed a medium-low use. However, except two items, all the speaking strategies grouped under social strategy indicated 'low' mean. Moreover, as indicated in the result section, the majority of the respondents confirmed that they infrequently employed social speaking strategy. In terms of the participants' medium low social strategy use, the environment with low availability of native/non-native English speakers around the students and perhaps, the culture of society may influence/prohibit learners from employing social strategies particularly outside the classroom. However, it is not surprising, to find the subjects cooperating with others to practice the language and pay attention, which was rated medium high in mean, since the nature of speaking skill and the course strongly encourages and support more interactive learning for the sake of developing greater linguistic fluency. Overall, interaction helps language learning by providing opportunities to learn from others, often through negotiation, and by speakers having to adjust their output to communicate with others. This interaction helps learning by providing plenty of comprehensible input, by encouraging pushed output, by making learners aware of what they do not know, and by helping learners develop the language and strategies needed for interaction. Therefore, direct

training of speaking strategies can have a positive effect on learners' development of speaking skills (Sayer, as cited in Griffiths, 2008; Dornyei, 1995).

Furthermore, the issues which the study tried to answer were what the speaking activities and the teacher's role looked like in terms of provision and strategy training for the development of students' speaking skill. Thus regarding speaking activities provided for learners, as indicated in Table 13, for item number 1, 30(65.3%) the students responded that the provided activities frequently encourage them to practice speaking in English. This was found to be similar with the result obtained through classroom observation that the students tried to practice the language with very little use of L1. Moreover, it was detected that the teacher tried to monitor and support students moving around while they were discussing on the topic, and they were discussing seriously with less L1 use. Proponents of group cooperative learning (Richards, 2006; Jones, 2009) advocated that while engaging students to work together, teachers need to persuade students to discuss in English and should monitor and support them.

Moreover, as indicated in Table 13, for item number 2, 34(74.0%) of the respondents replied that the activities could not be practiced in a given time. During the observation it was also noticed that the activities could not be practiced in a given time since some discussion time was seen over without letting some students express their ideas in group discussion. This indicates us that the students did not get enough time to practice speaking skills. When students work together in English and able to get enough time to practice the language, they talk more, share their ideas more, learn more from each other, are more involved, feel more secure and less anxious, use English in meaningful as well as realistic way and enjoy using English to communicate(Richard, 2006; Jones, 2009). Moreover, whether or not the activities enable them employ variety of speaking strategies, 63.1% of the students responded that the activities 'Rarely' enabled them to employ variety of speaking strategies. However, although it was not to the level expected, the students employed variety of speaking strategies.

What we understand from this is that the students employed the strategies without being aware of it. Thus, there is a need for providing learners with more opportunities to use a wide variety of strategies that are suitable to the various learning activities to raise learners' awareness of developing their strategic competence. In line with this, the opportunities for practice in strategy

use should be incorporated into daily teaching, especially for learners who usually only use the target language in classroom (Hedge, 2000; Dornyei, 1995).

In response to the question whether or not the activities are the ones that enable students to interact with each other, 58.7% the total population responded that the activities 'sometimes' enabled them to interact with the others. On the other hand, 28.3% of the respondents responded that the activities 'Rarely' encouraged them to interact. This was found to be similar with the result classroom observation. We learn from these results that it is not only the teachers provision of an activity that creates lively interaction in the learning process but also students should play a great role in enhancing their participation in the activities provided for them. Unless the students participated in different activities, the learning will not have its life by the teacher only. However, the researcher believes that the use of some individual strategies could be attributed to individual characteristics and to a large group discussion where some students have very limited opportunities especially in spoken language classes to practice variety of activities. Therefore, teachers also need to create more practice opportunities in pair and small group discussion as some students may feel nervous, embarrassed or may not enjoy working together (Richards, 2006).

Furthermore, to a further question asked students whether or not their teacher creates conducive speaking environment by providing variety of oral tasks that can be done individually and in groups, the majority, 54.3% of the students responded that their teacher sometimes provides them variety of oral tasks that can be done individually and in groups. Moreover, 21(45.6%) of the respondents responded that their teacher creates conducive speaking environment by providing variety of oral tasks that can be done individually and in groups. Here, of 45.6% of them (7, 15.2% replied usually and 14, 30.4% to 'Always'). What we understand from the students' response is that the teacher creates conducive speaking environment. This was found to be similar with the result obtained from teacher's interview and classroom observation. In a similar manner, 63.0% of the students responded that their teacher frequently assesses their strategy use by providing a wide variety of speaking activities to help them practice variety of speaking strategies (39.1% replied usually and 23.9% to 'Always'). This was found to be similar with the result obtained from students' questionnaires and classroom observation. From these points, we can infer that the teacher tried to identify/assess students' strategy use. Regarding this,

it is stated that examining what strategies learners use leads to exploring how to help learners enhance strategy use by deciding which strategies to focus on in the instruction (Cohen, 2003) and also helps to maximize learners' strategy use through strategy training that learners fail to apply by providing specific tasks to the learners so that they can practice and learn how to employ the strategies for other similar tasks (Richards, 2008).

However, to a further question asked subjects whether or not their teacher provides them specific strategy training for the speaking strategies they failed to apply, the majority, 36(78.2%) of the students, responded that their teacher rarely or infrequently provided them specific strategy training for the speaking strategies they failed to employ (47.8% replied to 'Never' and 30.4% to 'Rarely'). What we understand from this is that the students were not given strategy training for the strategies they failed to apply. Similarly, during the observation, it was noticed that strategy training was not practiced. In line with this, Cook (2001) confirms that gaining more information about how language learners actually learn can help the teacher to make any teaching method more effective. In line with this, Cohen (2003) stated that strategy training aims to provide learners with the tools to self-diagnose their strengths and weaknesses in language learning, become aware of what helps them to learn the target language most effectively, develop a broad range of problem-solving skills, make decisions about how to approach a language task, monitor and self-evaluate their performance and transfer successful strategies to new learning contexts.

In addition to questionnaire and interview, classroom observation was conducted in order to strengthen the data obtained from the students through questionnaire and teacher through interview on speaking activities and the teacher's role. Thus, as to whether or not the provided activities were the one that encourage learners to participate actively and help them develop their speaking skills, it was noticed that the activities were the one that encourage students to participate actively and help them develop their speaking skill. This was found to be similar with the result obtained through students' questionnaire on classroom activities. However, during the observation, the researcher observed that most of the activities were fluency oriented activities.

Furthermore, with regard to whether the activities provided are to the interest and level of the learners, it was noticed during the observation that most of the activities provided were the one that initiated interaction among students and therefore could be said to the level of learners since

the students in this level can interact with each other. Moreover, it was noticed during the observation that the students were given opportunities to select any topic that interested them for oral presentation.

Regarding whether or not the activities provided are the one that encourage interaction or negotiation so that learners can get more opportunities to practice and develop their speaking skills, it was observed that some of the activities provided were the one that initiated interaction among students, for example, role play and large group discussions. This was also found to be similar to teacher's response in interview. However, it was noticed that the majority of the students could not get a chance to practice or to express their ideas particularly in group discussion. As detected during the observation, the possible reasons for this could be large group discussion and dominance of a few students over the other members in a group. This was found to be similar with the result obtained from the teacher's interview and students' questionnaires.

On top of this, concerning whether or not the activities provided are the one that let students practice and employ a wide variety of speaking strategies so that learners can develop their speaking proficiency, it was observed that some of the activities provided were the one that let/encourage learners to practice and employ a wide variety of speaking strategies so that learners can develop their speaking skill. This was found to be similar with the result obtained through students' questionnaire and interview which was used as a follow up to the provision of activities and teacher's role. However, it was noticed that the majority of the students got chance to practice wide variety of speaking strategies only when participated in individual oral presentation than in group discussion due to limited opportunities that existed in large group discussion.

In terms of teacher's roles, regarding whether or not the teacher encourages learners by making them aware of the range of strategies they can adopt, it was observed that the teacher tried to encourage learners by making them aware of the range of strategies they can adopt by explaining how students can adopt and practice a range of strategies. This was found to be similar to the result obtained through teacher's interview. Moreover, with regard to whether or not the teacher provides specific training in particular strategies learners fail to apply and offer practice in transferring strategies so that learners can practice and learn how to employ variety of speaking

strategies they fail to use, although it was noticed that the teacher moved around groups and provided support explaining how students should do the given task, there was no provision of strategy training noticed during the observation. This was found to be similar with the result obtained through teacher's interview and in the students follow up questionnaire.

Another aspect in the classroom observation was whether or not the teacher creates conducive environment for learners by providing oral tasks that can be done either individually or in pairs or groups. It was noticed that teacher creates conducive environment for learners by providing different activities such as individual oral presentation and the whole class discussions to help learners practice the language. On top of this, the teacher tried to create conducive environment as it was noticed during the observation that the students spoke freely without the teacher's interference, but with some language difficulties. This was found to be similar with the result obtained through students' questionnaire which was used as a follow up to the provision of activities and teachers role. In relation to this, Nunan (2004) stated that in addition to the right approach, speaking classes also require a variety of facilities activities, adequate training, and opportunities to interact with the target language. Moreover, it is important to get learners psychologically prepared, in other words, to keep them well aware of the strategy training they are undertaking so as to encourage their engagement and active responses (Hedge, 2000). To expand the scope of learner training, Hedge further points out that time outside classroom hours could also be made use of as a continuing phase of classroom training through ICT in language labs, self-access centers as well as at home.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

The study in to learners' strategy has become a major concern in most sector of education and particularly in second or foreign language learning. The relevance of language learning strategies for better learning process has been widely accepted. Similarly, it has also been discussed for many of the advantages speaking strategies have for learners. This research was designed to investigate the speaking strategies second year students at Mettu Teachers College employ in their attempt to study English and also to assess the role of teachers in the teaching/learning process of spoken English classes in terms of the provision speaking activities and strategy training. Thus, this chapter discusses the conclusions of the study followed by recommendations to make the research better.

5.1. Conclusion

On the basis of the above findings of this study, the following conclusions have been made.

1. This study explored the speaking strategies employed by second year English major students taking the spoken English course. The analysis of the observations students' interview and the first part of the questionnaire indicated that the students employed a wide variety of speaking strategies in their spoken language classes. According to Table 1, 3, 5, 7, 9 & 11, the results on speaking strategy use indicated a high and medium use of individual item grouped under memory strategies and, medium and low use of individual item grouped under cognitive, compensatory, met cognitive, affective and social speaking strategies. However, the overall mean for each of the six strategies shows a medium use.
2. A further analysis of the first part of the questionnaire for individual students strategy use (Table 2, 4, 6, 8 & 10) showed that the majority of students' utilization of memory, cognitive and compensation speaking strategies is 'high'. However, the analysis also showed that the majority of the students' application of met cognitive, affective and social speaking strategies is 'low'.
3. Moreover, the study also tried to explore what the provision of speaking activities and teacher's role looked like. Thus, in response to the second questionnaire, the students claimed that the activities encouraged them to practice the language, and to

interact/negotiate with the other students. Similarly, the students confirmed that their teacher encourages them by creating conducive speaking environment and assesses learner's speaking strategy use by providing wide variety of oral activities. However, the students confirmed that the activities cannot be practiced in a given time and also do not enable them to employ variety of speaking strategies (Table 13). The data analysis from observation also revealed that some discussion time was seen over without letting most students express their ideas particularly due to very less practice opportunities in group discussions and as a result most students were seen passive listeners.

4. Furthermore, the study explored teacher's awareness on the importance of speaking strategy training. Thus, the data analysis from teacher's interview reveals that the teacher is well aware of the importance of speaking strategy training. However, what is practiced regarding strategy training is rated to 'low' level (Table 13). The data analysis from observation and teacher's interview also revealed that the provision of explicit speaking strategy training has not given due attention.

5.2. Recommendations

Based on the above findings of the study, the following recommendations have been forwarded as there are certain aspects which need due attention and should be taken into account for the improvement of learners' speaking strategy use in the teaching learning process of spoken language at the study area. These are:-

- Although the students appeared to employ variety of speaking strategies, the overall result shows that the speaking strategies were employed in a 'moderate' level. Therefore, in addition to memory, cognitive and compensation strategies, the less frequently utilized speaking strategies (met cognitive, affective and social) strategies instructions need quite a lot of attention as it contributes a lot in enhancing communicative competence in general and speaking proficiency of learners in particular.
- As stated in Nunan (2004), in addition to the right approach, speaking classes also require a variety of facilities, activities, adequate training, and more opportunities to interact with the target language. Therefore, students should be encouraged not only in classroom but also outside the classroom to create opportunities to discuss and work in pairs and small groups.

- Therefore, there is a need for strategy training through provision of wide variety of speaking activities to help learners maximize strategy use to their level best for the strategies that learners fail to employ. Thus, the teachers' role in strategy training is essential.
- However delivering speech like prepared classroom oral presentation was noticed, students should also be given more opportunities to express their ideas in classroom discussion as it was noticed during the classroom observation that majority of students were left listeners due to very less practice opportunities.
- Moreover, as speaking activities probably take longer time to be taught and assessed, it is important to give additional credit so that the students can have longer time to practice accuracy oriented strategies, problem solving strategies and others to develop learners cognitive and met cognitive strategy use than focusing only on fluency oriented activities although it gives learners greater confidence in developing the ability to use a variety of communication strategies with their peers and teachers in the classrooms.

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Appendix 1

Jimma University
College of Social Science and Law
Department of English Language and Literature
(Graduate Program TEFL)

Dear student: This questionnaire is designed to gather information about speaking strategies you employ to learn spoken language. This is not a test, therefore, there is no right or wrong answers since different learners may learn language in different ways. However, the finding of the study will be used for academic purpose specifically as part of Master's thesis. Thus, the effectiveness of this questionnaire depends on your genuine response to each question.

Thank you in advance

General instruction:

Please, do not write your name. Follow the instruction given in each part.

I. Personal information

Sex----- Age-----

Part one

Instruction: Please read each statement carefully and answer in terms of how each statement describes you. Don't respond in terms of what you think you should do, rather in terms of what you actually do when you are learning speaking skill in English classrooms. There are five possible answers for each statement: Never, Rarely, Sometimes, Usually and Always. Put a (✓) mark along your response.

NO	Statements	Never	Rarely	Sometimes	Usually	Always
1	I use new words or expressions by placing them in meaningful context so I can remember them when I speak.					
2	I learn new expressions in the language by practicing it orally.					

No	Statements	Never	Rarely	Sometimes	Usually	Always
3	I use equivalent language item and expressions when I fail to get the right language item when speaking.					
4	I try to associate what I already know and new language information in order to remember them.					
5	I record my voice and compare it with proficient or native speakers.					
6	When I forgot or fail to remember an exact word, I make up or coin new words to communicate.					
7	I try to remember language items by practicing repeatedly.					
8	I imitate the way native or proficient speakers talk in the language.					
9	When I can think of a word while speaking in English, I tend to use physical motion such as gesture in place of it to indicate the meaning.					
10	I link the new word with familiar word or sound I know to help me remember the word when I speak.					
11	I practice speaking by participating in communication exercises					
12	If I fail to express the whole message while speaking, I try to reduce and use simple expressions.					

No	Statements	Never	Rarely	Sometimes	Usually	Always
13	I use to revise the language materials I learnt in a structured way in order to remember them.					
14	While speaking, I transfer the knowledge of words, concepts or structures from native language to English (L1 to L2).					
15	I ask my teacher or classmates to tell me the right expression when I don't seem to get the right one.					
16	I try to relax myself when I become tense while speaking in English.					
17	I try to learn about the culture of English speaking people.					
18	I try to correct myself when I feel that I am not using the correct form while speaking.					
19	I cooperate with my friends to practice, review and/or share information in learning the language.					
20	I am not afraid of making mistakes when I speak in English.					
21	I talk and share ideas about learning language problems and specific speaking strategies with my teacher and classmate.					
22	I ask my instructor or classmates for correction of errors in my speaking.					

NO	Statements	Never	Rarely	Sometimes	Usually	Always
23	When I prepare for oral presentation, I make ready myself by considering the requirements so as to give a good talk.					
24	I ask questions for verification and more explanations in class.					
25	I encourage myself by thinking and speaking positive statements in order to feel more confident and be more willing to take risks.					
26	I arrange my schedule to study and practice the new language consistently, not just when there is the pressure of a test.					
27	I pay close attention to the thoughts and feelings of other students with whom I interact.					
28	I discuss my speaking performances in English with my friends.					
29	I plan my goal for language learning, for instance, how proficient I want to become or how I might want to use the language in the long run.					
30	I try to enjoy the conversation by discussing about my feelings with my teacher and friends inside and outside the classroom.					

Adapted from Oxfords (1990) and Tsegaye Tafere (1995) with some modifications

PART TWO

This questionnaire is designed to gather information about the teachers' role and speaking activities provided for you during the spoken language classes. Therefore, read each statement carefully and mark only one possible answer that you think is true for spoken language class activities and your teacher's practices. There are five possible answers for each statement: Never, Rarely, Sometimes, Usually and Always. Put a (✓) mark along your response.

NO	Statements	Never	Rarely	Sometimes	Usually	Always
1	The activities encourage me to practice the language to develop my speaking skills					
2	The activities can be practiced in a given time					
3	The activities enable me to employ variety of speaking strategies					
4	The activities enable me to interact/negotiate with the other students					
5	The teacher encourages learners by creating conducive speaking environment					
6	The teacher assesses learners' speaking strategy use by providing wide variety of oral activities					
7	The teacher provides specific strategy training for the speaking strategies learners fail to employ					

Thank you

Appendix 2

Students' interview questions

1. Have you ever given opportunity to practice speaking both inside and outside the class?
2. How do you remember learnt language items when you speak?
3. How do you prepare yourself to present or deliver oral speech?
4. What do you do if you don't seem to get a word or an expression to say in English while Speaking?
5. How do you learn speaking skill in language classroom?
6. Suppose you note that you made mistakes such as pronunciation, sentence structure and etc while speaking, how do you manage to correct?
7. Have you ever discussed with, for example, your instructors, classmates or friends to discover the purpose of language learning both inside and outside the classroom?
8. Suppose you are to speak in front of a class and feel afraid of facing the students and become tense, how do you manage to reduce the tension and get relaxed?

Appendix 3

Teacher's interview questions

1. Have you been trained about what strategies are and their relevance for language learning in (college, university, workshop etc)?
2. Do you assess your students speaking strategy use? How? Why?
3. Do you think strategy training help learners make their learning easier faster and enjoyable? How?
4. Do you train your learners a variety of speaking strategies? How? Why?
5. Do you think students should be given more opportunities to control their own learning? How? Why?
6. What do you do to help learners develop their speaking skills? How?
7. Do you provide specific training in particular strategies learners fail to apply? How? Why?
8. How do you see the teaching materials you are using in terms of whether or not they include variety of speaking activities?

Appendix 4

The main purpose of this observation checklist is to assess the kind of speaking activities provided and the role of teachers in teaching learning process of spoken English classes with regard to provision speaking activities and strategy training. The kind of activities and the role of teachers will be marked in the category of Yes/No on the basis of whether they happen or not in the classroom. Accordingly, the following classroom observation check list will be used.

General Information

Name of the College _____ Lesson being observed _____

Period _____ Number of students in the class: Male _____ Female _____ Total _____

Observation Check list

No	Roles/Activities	Yes	No	Remark
1	The activities provided are the one that encourage learners to participate actively and help them develop their speaking skills.			
2	The activities provided are to the interest and level of the learners so that learners can use the language and actively participate in discussions.			
3	The activities provided are the one that encourage interaction/negotiation so that learners can get more opportunities to practice and develop their speaking skills.			
4	The activities provided are the one that let students practice and employ a wide variety of speaking strategies so that learners can develop their speaking proficiency.			
5	The teacher encourages learners by making them aware of the range of strategies they can adopt.			
6	The teacher provides specific training in particular strategies and offer practice in transferring strategies so that learners can practice and learn how to employ variety of speaking strategies they fail to use.			
7	The teacher creates conducive environment for learners by providing oral tasks that can be done either individually or in pairs or groups			

Appendix 5

Rank order of Strategy Preference (items 1-30)

Item	Never		Rarely		Sometimes		Usually		Always		Sum	Mean	Weight	Rank
	F	%	F	%	F	%	F	%	F	%				
1	8	17.4	3	6.5	10	21.7	16	34.8	9	19.6	153	3.32	66.5	8
2	3	6.5	4	8.7	13	28.3	14	30.4	12	26.1	166	3.68	72.2	3
3	5	10.7	13	28.3	9	19.6	13	28.3	6	13.0	140	3.04	60.7	13
4	2	4.3	3	6.5	19	41.3	12	26.1	10	21.7	163	3.54	70.9	5
5	14	30.4	17	37.0	10	21.7	3	6.5	2	4.3	100	2.17	43.5	30
6	6	13.0	14	30.4	12	26.1	8	17.4	6	13.0	132	2.6	57.4	15
7	2	4.3	8	17.4	11	23.9	12	26.1	13	28.3	164	3.56	71.3	4
8	12	26.1	15	32.6	6	13.0	11	23.9	2	4.3	114	2.47	49.6	23
9	7	15.2	5	10.9	10	21.7	14	30.4	10	21.7	153	3.32	66.5	8
10	10	21.7	12	26.1	11	23.9	9	19.6	4	8.7	123	2.67	53.5	19
11	4	8.7	6	13.0	11	23.9	13	28.3	12	26.1	161	3.50	70.0	6
12	8	17.4	7	15.2	8	17.4	15	32.6	8	17.4	146	3.17	63.5	11
13	2	4.3	4	8.7	9	19.6	14	30.4	17	37.0	178	3.86	77.4	1
14	2	4.3	4	8.7	11	23.9	15	32.6	14	30.4	173	3.76	75.2	2
15	2	4.3	17	37.0	16	34.8	9	19.6	2	4.3	130	2.82	56.7	16
16	11	23.9	7	15.2	17	37.0	8	17.4	3	6.5	123	2.67	53.5	19
17	16	34.8	14	30.4	7	15.2	6	13.0	3	6.5	104	2.26	45.2	29
18	12	26.1	9	19.6	12	26.1	6	13.0	7	15.2	125	2.71	54.3	18
19	9	19.6	5	10.9	9	19.6	16	34.8	7	15.2	145	3.15	63.0	12
20	12	26.1	4	8.7	19	41.3	6	13.0	5	10.86	126	2.73	54.8	17
21	13	28.3	15	32.6	8	17.4	5	10.9	5	10.86	112	2.43	48.7	25
22	15	32.6	14	30.4	7	15.2	5	10.9	5	10.86	109	2.36	47.4	26
23	4	8.7	6	13.0	11	23.9	15	32.6	10	21.73	159	3.45	69.1	7
24	13	28.2	14	30.4	9	19.6	5	10.9	5	10.86	113	2.45	49.2	24
25	10	21.7	5	10.7	15	32.6	11	23.9	5	10.86	134	2.89	58.3	14
26	8	17.4	7	15.2	7	15.2	14	30.4	10	21.73	149	3.23	64.8	10
27	9	19.6	16	34.8	11	23.9	6	13.0	4	8.69	118	2.56	51.3	21
28	15	32.6	16	34.8	5	10.7	5	10.9	5	10.86	107	2.32	46.5	27
29	12	26.1	13	28.3	11	23.9	6	13.0	4	8.69	115	2.51	46.5	22
30	16	34.8	14	30.4	6	13.0	6	13.0	4	8.69	106	2.30	46.0	28

Overall Strategies used by the Students

Strategies	Weight Interval %	Ranking	Mean
Memory	67.9%	1	3.4
Cognitive	62.1%	2	3.1
Compensation	60.9%	3	3.0
Met cognitive	57.4%	4	2.8
Affective	51.8%	5	2.6
Social	51.1%	6	2.5

Appendix 6

Classification of Speaking Strategies Reported during the Interview and Actual Transcribed data from Video Recordings

Strategi es	Main category	Sub categories	Example
Memory strategy	Creating mental linkage	Association	Associating new words or expressions with certain events to remember and use them when speaking (During interview)
		Placing new words in context	Using the learnt language material in different contexts. (During Interview)
	Applying imagery	Representing sounds in memory	Linking new words with an existing or familiar words or sounds (During Interview)
	Reviewing well	Structural reviewing	Practicing the language repeatedly by speaking alone (rehearsal) so as to make the ideas fresh in memory (During Interview).
Cognitiv e strategy	Practicing	Repeating	“HIV AIDS is a virus which attacked human beings and it catches HIV AIDS is a virus which attacked human beings and it has no medicine....”(During observation/ Recording)
		Practicing	Practicing the language in the classroom by participating in activities given (During the Interview & Observation/ Recording)
	Receiving and sending	Using resources for input and output	Using dictionary and watching TV (During the Interview)
	Analyzing and reasoning	Reasoning	T: Why male mosquitoes can't transmit malaria? S: 'Ok...the mouth of male mosquitoes is not sharp like as female mosquitoes...' (During the Observation/ Recording)

		Literal translation	'.... <i>ok talk, play</i> ' said to her friend instead of 'feel home.' (During the Observation/ Recording)
		Transferring	'The symptoms' of HIV are 'Vomit, Dyehorea collection with blood eh...and <i>decrease weight body</i> ' (During the Observation/ Recording)
	Creating structure for output	Summarizing	Summarizing what has been heard, read or said by presenting the main points orally. (Interview) 'Generally, we have seen about....' Summarized the main points (During the Observation/ Recording)
Compensation strategy	Overcoming limitations	Code switching	...we have to consider our outline (awutlayenii yookiin toopiikli keenya adda baasuu) in Amharic which is to mean 'አውት ላይን ወይም ርዕሳችንን መለየት (During the Observation/ Recording)
		Getting help	By hesitation (Indirect appeal for help) Speaker: '...they focused on ADLI. What we say ADLI means Agricultural Development Lead eh...eh...eh... (Looking at the students). Then, the students provide him the missing word (<i>Industrialization</i>) Speaker: [] 'Yes, <i>Industrialization</i> . ' So this means... Explicitly asking for the missing word (direct appeal for help) ...the other one is 'Be faithful' this means eh... eh...what? Be faithful eh...Can you try? Looking at the students and explained the idea after a clue given (During the Observation/ Recording)
		Avoiding communication partially or totally	Avoiding certain topics S1... I don't know his name. Can you tell me his name? S2. <i>Before that...why you didn't come to my wedding?</i> Avoiding specific expressions S: "...up to it boiled we better () that coffee" crash/grind is missed (During the observation/ Recording)

		Using mime or gesture	S: ... “ <i>moving and moving and moving...</i> ” instead of ‘string’
		Word coinage	... ‘ <i>dangerable</i> insects’ (During the Observation/ Recording)
		Circumlocution or synonyms	‘ <i>You know bees. Bees is making very delicious sweet things</i> ’ Getting the meaning by describing concepts (During the Observation/ Recording)
		Approximation	... “ <i>then we put on the earth</i> ”
Met cognitive strategy	Centering learning	Delaying speech production	Delaying speech production so as to listen each other (turn taking) (During the Observation/ Recording)
	Arranging & planning	Organizing	Organizing the main points or ideas before speaking (During the Interview)
		Planning for language task	Planning for language task (Interview)
		Seeking practice opportunities	Seeking practice opportunities before the actual presentation (During the Interview)
	Evaluating	Self monitoring	Self monitoring (Interview & Observation)
		Self evaluation	Self repair or self correction ‘When she go and, When <i>she goes</i> and bite people... There <i>is no good</i> , There <i>was no good</i> administration for long period of time. (During observation/ Recording)
Affective strategy	Lowering anxiety	Relaxation	Moving from one side to the other side to get relaxed (During observation/ Recording)
		Using laughter	Using laughter (During observation/ Recording)
	Encouraging oneself	Making positive Statements	Encouraging oneself by making positive statements (During the Interview)

		Taking risks wisely	Continuing speech by taking risks wisely despite making errors.(During the observation/ Recording)
Social strategy	Asking for clarification	Asking for clarification or confirmation	Asking questions for clarification S: <i>"I have a question....What is the difference between impromptu speech and extraneous speech?"</i> The previous symbol [] = What? Asking for confirmation to what has been said (During the observation)
		Asking for correction	-
	Cooperating	Cooperating with others	Cooperating with others in group discussions and role play (During the observation/ Recording)

Appendix 7

Teacher's Interview Transcription

1. Have you been trained about what strategies are and their relevance for language learning in (college, university, workshop etc)?

Yeah, I was trained. The concept of language learning strategy is that what techniques do students use or strategies students apply for their own when they learn the language. As a language teacher we need to know the strategies learners use and consider them to meet students' strategy preference when we teach in language classrooms.

2. Do you assess your students speaking strategy use? How? Why?

Yes, I usually assess. Mostly what I do is giving them a prepared speech on any topic they like to talk about and then I assess how they speak or use the language in classroom and in group discussion. Because the students should develop their speaking skill and I assess how they use the language to see the improvement. *So when you assess students speaking strategy use by giving them a prepared speech do you assess all students speaking skill?*

Yes, I assess all students speaking skill at different time. How do you see it in terms of time? Yeah, you see if you only focus on group discussion some students may not get chance and some others may be do not like to participate in group discussion and others like presentation. Again in group discussion it may be difficult to assess individual students speaking skill. Therefore, to assess individual students speaking skill mostly I assess their speaking skill by giving prepared speech for presentation and impromptu speech. But in terms of time I know that it is not enough to assess each individual students speaking skill in a day and during presentation the others listen to the speaker.

3. Do you think strategy training help learners make their learning easier faster and enjoyable? How?

Yeah I think. Every student has his own learning strategy for example, vocabulary learning strategy, speaking strategy and the like. Therefore, if teacher is aware of that strategy it is possible to help that student to improve or develop that strategy to made learning easier.

4. Do you train your learners a variety of speaking strategies? How? Why?

Yeah, I usually apply speaking strategy training. Because, For example, some students prefer to participate in role play to do something to show something to speak or present about something to the class, some other like to participate in group discussion and some other like to arrange things in group discussion and the like. Individual student has his own preferences to speak. Therefore, I use different activities for example, role play, making impromptu speech, self introduction, prepared presentation and the like to meet individual students speaking preferences. Generally I give different activities and train different speaking strategies.

5. Do you think students should be given more opportunities to control their own learning? How? Why?

Yes, I believe that students should control their own learning. Students should have their own plan control their own learning. To do this, teachers should help students. Teachers should advise students because some students may not have a plan to learn. Therefore teachers should help and encourage students.

6. What do you do to help learners develop their speaking skills? How?

In language classes I usually create context situation in which students can practice the language. For example students have some experience. Thus I encourage them to practice the language by allowing them to talk about their experience by creating different contexts such as television hello doctor program reporting about sport and etc. Generally I help students by creating different contexts so that they can communicate or practice the use the language.

7. Do you provide specific training in particular strategies learners fail to apply? How? Why?

Normally, I do not do this separately. For example, when I give a conversation to make some role play in the next time I come up with another speaking practice activities I see a gradual change. Those students weak in self introduction show improvement may be when I give other speaking practice activities I see the difference. Thus, I use different activities to allow learners to participate in any activity they want to speak on than providing specific strategy training they failed to apply

8. How do you see the teaching materials you are using in terms of whether or not they include variety of speaking activities?

Ok, actually I am not dependent on the materials. Because the material is not well organized and only in some parts it gives you clues. The teaching material is not enriched with variety of speaking activities. Thus, a head o time I create my own context that is appropriate to teach or help students learn or develop their speaking skill. I adapt speaking activities that I think appropriate to help learners learn the language and develop their speaking skill.