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College of Social Sciences and Humanities

Department of English Language and Literature

MA in TEFL Teaching English as a Foreign Language (TEFL)

Ways of Enhancing Speaking Skills of Students during English

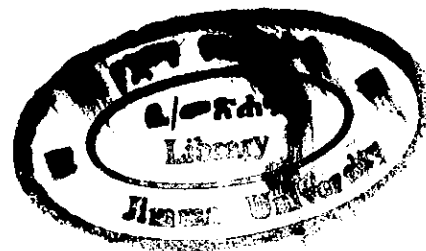
Language Classes:

The Case of Grades Ten, Eleven and Twelve Students at Fofa

Secondary and Preparatory School

By

Tamiru Mekuria



A Thesis Submitted in Partial Fulfillment of the Requirements for

Master of Arts in TEFL

August, 2015

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
Declaration, Confirmation, Approval and Evaluation

Ways of Enhancing Speaking Skills of Students during English Language Classes: The Case of Grades Ten, Eleven and Twelve Students at Fofa Secondary and Preparatory School

Declaration

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

Tamiru Mekuria
Name


Signature

3/1/08 E.C
Date

Confirmation and Approval

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

Principal Advisor:


Getachew Seyoum (PhD)
Name


Signature

3/1/08 E.C
Date

Co-Advisor:

Ewnetu Seid (PhD)
Name


Signature

4/13/07/E.C
Date

Thesis Evaluators:

Getachew Seyoum (PhD)
Principal Advisor


Signature

3/1/08 E.C
Date

Ewnetu Seid (PhD)
Co-Advisor


Signature

4/13/07/E.C
Date

Dereje Tadesse (PhD)
External Examiner


Signature

30/12/2007 E.C
Date

Tekle Ferede (Assistant Professor)
Internal Examiner

Tekle F.
Signature

17/1/08 E.C
Date

Dagne Tiruneh (Assistant Professor)
Chairperson


Signature

11-01-2008 E.C
Date

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Abstract

The researcher aims at ways of enhancing speaking skills of students during English language classes, focusing on Grades ten, eleven and twelve students at Fofa Secondary and Preparatory School. To know the activities and techniques frequently used by teachers to develop students' speaking skills, the researcher used questionnaire, observation and interview. The research was conducted on 146 students and 4 English language teachers. Data were gathered and analyzed using descriptive statistics such as frequency and percentage while for open-ended items, qualitative method of analysis was used. The result of this study revealed that most of the teachers sometimes employ techniques and never use activities to enhance the participation of students in oral lessons to develop their speaking abilities in English language classes. Teaching to communicate in real, everyday situations by employing activities is neglected and students have little chance to practise speaking in class. It is recommended that the period per week should be increased so that the students can get enough time to speak in English in class with a little guidance from the teacher.

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Chapter One

Introduction

The principal purpose of the introduction is to yield an explanation of the problem that will be addressed. In this chapter the researcher discusses background of the study, statement of the problem, research questions to be addressed, purpose of the research, significance of the research, scope (delimitation) of the study and limitations of the study.

1.1 Background of the Study

When the researcher was at secondary school, the exam oriented teaching and learning styles dominated English classes in the school. Because he has enough training in spoken English and in designing students' class activities, his teaching method is quite different from that of his English teachers who taught him in the secondary school. When he tried to apply, speaking activities and techniques, he found the majority of his students were inactive. Over the last few months he had thought, observed carefully and asked himself:

- Why are most of his students passive during speaking lessons?
- Why do a few students want to participate during oral classes?
- Why are most students not willing to be called on in spoken English classes?
- How can he make them more active?

Finally, the researcher realized the greatest relevance of research topic to his school English teaching is ways of enhancing speaking skills of students during English language classes, focusing on Yem Special Woreda, Fofa Secondary and Preparatory School, Grades ten, eleven and twelve students.

Up to recent times, the teaching-learning process was highly dominated by teacher centered method in which students were considered passive receivers of information from the teacher. This implies that teacher was the only source of information and a responsible person in the teaching-learning process. This, in turn, had a negative impact on students' performance, learning pace and their actual involvement in their learning process. It also made students dependent on the teacher for their own learning (Elen, Clarebout, Léonard & Lowyck, 2007).

The new program shift on education gives emphasis to students participation which highly focuses on student-centered method. Active learning is a means in that the accountability for learning is assigned to the learner, often doing in collaboration with partners. It seeks students' active involvement. In addition, active learning method makes students learn by doing. And this will help students to develop confidence in their speaking ability by themselves and makes them take responsibility for their own learning. Teachers are facilitators rather than one way providers of information (Brandes & Ginnis, 1986).

According to Chickering and Gamson (1987), learning is not a spectator sport. Students do not learn much just by sitting in class, listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning. English language speaking skill is one of the devices used to find out the difficulties of instruction. It is also used to solve them and prepare the students with skills crucial for the future.

Abel and Campbell (2009) put that it is essential to consider the overall activities of learners in the classroom. Such activities of learners are embraced in asking questions in the classroom, conveying their thoughts in a group discussion, answering questions and so on. It is recognized that all the

language skills have academic effect for the students. So, learners have to develop the custom of transferring their thoughts orally with themselves, their teachers, the school society and outside the school at large.

At Fofa Secondary and Preparatory School study about ways of the enhancement of the students speaking skills is crucial. The researcher needed to improve speaking skills, he needed to know which skills or which features learners needed to develop. In that respect, there are several authors that stated different goals or different dimensions that speakers needed to achieve. Goodwin (2001) for instance, establishes several goals for a proper pronunciation. She called them functional intelligibility, functional communicability, increased self-confidence, and speech-monitoring abilities. She argued that learners should be able to speak an intelligible foreign language, that is to say, listeners need to understand the learner's message without huge efforts; learners also need to be successful in a specific communicative situation; they need to gain confidence in their ability to speak and be understood; and finally, they need to monitor and control their own production by paying attention to their own speech. She specified those abilities that learners need to acquire through certain linguistic features that can be practiced: Intonation, rhythm, reduced speech, linking words, consonants and vowel sounds, word stress, etc. These are concrete speaking aspects in which learners should be trained in order to improve their speaking skills.

Similarly, other authors such as Anne Lazaraton (2001, p. 104) suggest the following:

Oral communication is based on four dimensions or competences: grammatical competence (phonology, vocabulary, word and sentence formation...); sociolinguistic competence (rules for interaction, social meanings); discourse competence (cohesion and how sentences are linked together); and finally, strategic competence (compensatory

strategies to use in difficult situations). Learners should develop all these abilities to acquire a high oral level of the foreign language. With the influence of the communicative approach, more importance is given to fluency, trying to achieve a balance with the traditional accuracy.

Students who study English as a foreign language usually have limited opportunities to speak English outside the classroom (Zhang, 2009). This might be one reason for teachers to provide more situations and activities for students to strengthen their speaking competence. According to Davies and Pearse (2000), there are some obvious implications of this for teachers in teaching spoken English:

Teachers need to create and provide a relaxing atmosphere and welcoming environment in the classes so that the students are not afraid of speaking in front of the rest of the class. In addition, teachers should provide as many speaking activities as possible in class both in pairs and in groups; the learners, therefore, can speak English without being too nervous that the rest of the class will be listening to them. Achievement strategies are a very interesting way of developing learners' speaking domain. Speakers who opt for this option make huge efforts to transmit a message by playing with the language to the extreme, which brings beneficial consequences.

The researcher thought of how this theoretical background was applied in speaking classes, they focused speaking practice on the production of single and isolated sounds, whereas within the communicative approach, "the focus shifted to fluency rather than accuracy, encouraging an almost exclusive emphasis on suprasegmentals" (Goodwin, 2001, p. 117). There is the key word, when communication is the main goal linguistic practice turns into longer structures, at the suprasegmental level; therefore, the training on

individual sounds makes way for macro structures that affect interaction directly.

1.2 Statement of the Problem

This study is conducted in Yem Special Woreda, Fofa Secondary and Preparatory School. The study looked at ways of enhancing the development of students speaking skills during English language classes.

Speaking skill is important for the implementation of active teaching-learning process. In other words, speaking activity enhances the application of student-centered instruction; the students become ready to use the target language for real communication as they express their feelings and ideas. A number of researchers investigated on this area and came to the conclusion about Task-Based Language Teaching program enhanced significantly the speaking skills of students (Murad, 2009).

The study provides evidence for the effectiveness of using communicative interactive tasks in developing students' speaking skills. These tasks can increase their motivation and positive attitudes towards learning to speak. Moreover, they help them take risks. Therefore, students' ability to speak fluently and correctly increases. This is supported by Bygate (1999), Dinapoli (2000), Myers (2000) Nation (1991), Newton (1996), O'brein (1996) and Shehadeh (2001).

Triggering students to focus on form- whether in terms of language, discourse or functions- before or after the task enables language development to proceed without decreasing the naturalness of the communication that tasks can generate. It engages them in a process of discourse analysis which promotes their reflection ability and thus enhances their speaking subskills effectively (Aston, 1995; Celce-Murcia, 1997; Dornyei

& Thurrell, 1994; Skehan, 2002).

Helping students to plan before speaking and interacting orally proved to be effective in enhancing students' speaking performance in terms of all speaking skills. It can lead foreign language learners to produce more developed speech. It assists also to ensure that any change occurring in the language system can be drawn upon during oral language use and production (Crookes, 1989; Foster & Skehan, 1996a; Foster & Skehan, 1999; Mehnert, 1998; Ortega, 1999; Skehan & Foster, 1997; Yuan & Ellis, 2003).

When the researcher selected the research topic, he had his own grounds. Teachers did not assure the extent of how many students understand the subject matter. Students were passive in the speaking classes. This was because from what he had observed, the students' abilities to speak were unsatisfactory and they could not participate actively in the speaking lessons. The students that the researcher was talking about did not like to speak. These conditions initiated the researcher to investigate ways of enhancing the participation of students in English classes so as to develop their speaking skills.

1.3 Research Questions

This study is aimed to answer the following leading questions:

- ❖ What are the techniques frequently used by teachers to develop students' speaking skills?
- ❖ What are the activities frequently employed by teachers to enhance learners' oral skills?

1.4 Objectives of the Study

1.4.1 General Objective of the Study

The general objective of this study is to investigate teachers' ways of enhancing the participation of students in speaking activities which intends to develop their speaking abilities in English language classes in Yem Special Woreda, Fofa Secondary and Preparatory School, Grades ten, eleven and twelve students.

1.4.2 Specific Objectives of the Study

The study aims to:

- Identify the techniques frequently used by teachers to develop students' speaking skills and
- Identify the activities frequently employed by teachers to enhance learners' oral skills.

1.5 Significance of the Study

It is believed that the result from this study helps teachers in identifying the activities and techniques which are not frequently used by them to develop students' speaking skills. This, in turn, help them implement speaking activities and techniques. The activities and techniques which are presented in this study would develop speaking skills of students. This study enables teachers to focus on teaching speaking activities and techniques. By doing so, it adds variety to teaching and learning in speaking in various contexts, initiate learners to make fun of the language and improve their speaking skills. It assists teachers to catch the interests of the students so that the

students would use the language in the most suitable and effective ways while the teachers are teaching speaking. It also help other researchers to use it as a stepping stone to conduct researches in similar areas.

1.6 Scope (Delimitation) of the Study

This study is conducted in Yem Special Woreda, Fofa Secondary and Preparatory School, on Grades ten, eleven and twelve students in 2014/15 academic year. The study focused on ways of enhancing the development of the speaking skills during English language classes. This was because of the fact that the researcher is familiar with the research participants in the school and it was not difficult to obtain relevant information.

1.7 Limitations of the Study

Although this study generated important findings, it had some remains to be done. For example, it was essential to increase the number of participants in this research. However, due to time and financial constraints, the study was limited to an investigation of 4 English language teachers and 146 students in Grades ten, eleven and twelve, at Fofa Secondary and Preparatory School. That is to say the questionnaire was administered to these students and these 4 teachers' actual speaking lesson presentations were observed 16 times. The interview was held with these teachers. There have been other activities and techniques which were not considered in connection with developing the speaking skills of the students. Such factors may affect the generalization of this study.

1.8 Summary

At Fofa Secondary and Preparatory School, like in many other schools, study about ways of the enhancement of the learners oral skills is essential. The researcher required to enhance speaking skills, he needed to understand which skills or which features students needed to develop. When the researcher chosen the research topic, he had his own motives. That was most teachers employed teacher-centered approach of teaching and as a result, the overall classroom situations was boring. Teachers did not assure the extent of how many students comprehend the subject matter. Learners were inactive in the speaking lessons. The general objective of this study is to investigate teachers' ways of enhancing the participation of students in speaking activities which intends to develop their speaking abilities in English language classes in Yem Special Woreda, Fofa Secondary and Preparatory School. It is considered that the result from this study assists teachers in distinguishing the activities and techniques which are not frequently employed by them to enhance learners' speaking skills. This, in turn, assist them apply speaking activities and techniques. This study is carried out in Yem Special Woreda, Fofa Secondary and Preparatory School, on Grades ten, eleven and twelve students in 2014/15 academic year. The study concentrated on ways of enhancing the development of the speaking skills during English language classes. Nevertheless, this study generated crucial findings, it had some tasks to be carried out. For instance, it was necessary to increase the number of participants in this research. However, due to time and financial constraints, the study was limited to an investigation of 4 English language teachers and 146 students in Grades ten, eleven and twelve, at Fofa Secondary and Preparatory School.

Chapter Two

Review of Related Literature

2.1 Introduction

This section deals with the review of related literature. The study of it and research work is important as it yields us proper guidelines. Purpose of teaching speaking, how to teach speaking, aspects of speaking, activities to promote speaking, suggestions for teachers in teaching speaking and encouraging reluctant ESL/EFL learners to speak in the classroom are described.

2.2 What is Speaking?

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it happens, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific elements of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in

what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

Reviewing previous research related to defining speaking, it was noticed that two main approaches are adopted to define speaking, the bottom-up and the top-down approach. Explaining the bottom-up view, Bygate (1987, pp. 5-6) points out that "traditionally the focus in speaking was on motor perceptive skills. Within this context, speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way." This approach is adopted by audio-lingualism. Eventually, in terms of teaching speaking, the bottom-up approach suggests that "we should start with teaching the smallest units-sounds and move through mastery of words and sentences to discourse" (Cornbleet & Carter, 2001, p. 18). Actually, the problem with this approach is that it over looks the interactive and social aspect of speaking, restricting it only to its psychomotor sense. Moreover, it is hard to ensure a satisfactory transition from supposed learning in the classroom to real life use of the skill. Alternatively, Bygate (1998, p. 23) advocates "adopting a definition of speaking based on interactional skills which involve making decision about communication." This is considered a top-down view of speaking. Adopting this view, Eckard and Kearny (1981), Florez (1999) and Howarth (2001) define speaking as a two-way process involving a true communication of ideas, information or feelings. This top-down view considers the spoken texts the product of cooperation between two or more interactants interactant in shared time, and a shared physical context. Thus, proponents of this view suggest that, "rather than teaching learners to make well-formed sentences and then-putting these to use in discourse we should

encourage learners to take part in spoken discourse from the beginning and then they will acquire the smaller units" (Nunan, 1989, p. 32).

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language (Kayi, 2006).

2.3 Purpose of Teaching Speaking

The aim of teaching speaking is to teach ESL learners to:

- Produce the English speech sounds and sound patterns.
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan, 2003).

The main goal of teaching speaking is communicative efficiency. Teaching speaking means assisting learners develop their ability to interact successfully in the target language. To do so, one must have communicative

competence. Richards, Platt, and Weber (as cited in Nunan, 1999, p. 226) defined the characteristics of communicative competence as:

- ... (a) knowledge of the grammar and vocabulary of the language;
- (b) knowledge of rules of speaking (e.g., knowing how to begin and end conversations, knowing what topics can be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations);
- (c) knowing how to use and respond to different types of speech acts such as requests, apologies, thanks, and invitations;
- (d) knowing how to use language appropriately.

Thus, to help students enhance their speaking skills, the teacher must help students improve their grammar, enrich their vocabulary, and manage interactions in terms of who says what, to whom, when, and about what.

Byrne (1987) stated that developing students' ability to interact successfully in the target language is not a rapid process that begins with letting them imitate a model or respond to cues. Therefore, the same type of speaking activity might be practiced several times during the skill acquisition process; however, the task requirements should be of increasing levels of difficulty.

2.4 How to Teach Speaking

Now many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers

should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can happen when students collaborate in groups to achieve a goal or to complete a task (Kayi, 2006).

2.4.1 General Outline of a Speaking Lesson

Speaking lessons can follow the usual pattern of preparation, presentation, practice, evaluation, and extension. The teacher can use the preparation step to establish a context for the speaking task (where, when, why, and with whom it will occur) and to initiate awareness of the speaking skill to be targeted (asking for clarification, stressing key words, using reduced forms of words). In presentation, the teacher can provide learners with a preproduction model that furthers learner comprehension and helps them become more attentive observers of language use. Practice involves learners in reproducing the targeted structure, usually in a controlled or highly supported manner. Evaluation involves directing attention to the skill being examined and asking learners to monitor and assess their own progress. Finally, extension consists of activities that ask learners to use the strategy or skill in a different context or genuine communicative situation, or to integrate use of the new skill or strategy with previously acquired ones (Brown, 1994; Burns & Joyce, 1997; Carter & McCarthy, 1995).

Example of a speaking lesson:

Choosing appropriate topics for small talk

1. **Preparation.** Show the students a picture of two people conversing in a familiar casual setting. (The setting will be determined by a prior needs assessment). Ask them to brainstorm what the people might be discussing (i.e., what topics, vocabulary, typical phrases).
2. **Presentation.** Present several video clips of small talk in casual situations.

Have students complete a worksheet in which they describe or list the topics discussed, the context in which the speech is occurring, and any phrases that seem to typify small talk. Follow up with a discussion of the kinds of topics that are appropriate for small talk, the factors in the specific situations that affect topic selection (e.g., relationships of participants, physical setting), and typical phrases used in small talk. Chart this information.

3. Practice. Give students specific information about the participants and the setting of a scenario where small talk will take place. In pairs, have them list topics that might be discussed by the participants and simple phrases they might use. Learners then engage in improvised dialogues based on these simple phrases.

4. Evaluation. Give pairs a teacher-prepared dialogue based on their scenario from . Ask them to compare their improvised dialogues with the prepared dialogue, analyzing the similarities, differences, and reasons for both.

5. Extension. Have learners go individually or in small groups into various contexts in the community (work, school, church, bus stop) and record the conversations they hear. Ask them to report their findings back to the class, and then have the class discuss these findings.

2.4.2 In-Class Speaking Task

Although dialogues and conversations are the most obvious and most often used speaking activities in language classrooms, a teacher can select activities from a variety of tasks. Brown (1994) lists six possible task categories:

Imitative- Drills in which the learner simply repeats a phrase or structure (e.g., "Excuse me." or "Can you help me?") for clarity and accuracy;

Intensive- Drills or repetitions focusing on specific phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences;

Responsive- Short replies to teacher or learner questions or comments, such as a series of answers to yes/no questions;

Transactional- Dialogues conducted for the purpose of information exchange, such as information-gathering interviews, role plays, or debates;

Interpersonal- Dialogues to establish or maintain social relationships, such as personal interviews or casual conversation role plays; and

Extensive- Extended monologues such as short speeches, oral reports, or oral summaries.

These tasks are not sequential. Each can be used independently or they can be integrated with one another, depending on learners' needs. For example, if students are not using appropriate sentence intonations when participating in a transactional activity that focuses on the skill of politely interrupting to make a point, the teacher might decide to follow up with a brief imitative lesson targeting this feature. When presenting tasks, teachers ought to tell learners about the language function to be produced in the task and the real context(s) in which it usually occurs. They should provide opportunities for interactive practice and build upon previous instruction as necessary (Burns & Joyce, 1997). Teachers should also be careful not to overload a speaking lesson with other new material such as numerous vocabulary or grammatical structures. This can distract learners from the primary speaking goals of the lesson.

2.5 Aspects of Speaking

Eventually, aspects of the speaking skill need to be closely scrutinized and put into consideration. These aspects pose some challenges and identify some guidelines for understanding this skill and hence design instructional activities to prepare students to communicate effectively in real life situations.

a. Speaking is Face to Face

"Most conversations take place face to face which allows speakers to get immediate feedback, i.e., Do listeners understand? Are they in agreement? Do they sympathize" (Carter & Cornbleet, 2001, p. 16). Thus communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also happens, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication (Burns, 1998 & Widdowson, 1998).

b. Speaking is Interactive

"Whether we are speaking face-to-face or over the telephone, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or every one talking over each other" (Bygate, 1998, p. 30; Cornbleet & Carter, 2001, p. 27). "Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages" (Mc Donough & Mackey, 2000, p. 84).

c. Speaking Happens in Real Time

"During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this" (Foster et al., 2000, p, 368). These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. "The speaker's sentences also can not be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to

say; or they may even forget what they have already said, and so they repeat themselves" (Miller, 2001, p. 27). This implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. "The use of formulaic expressions, hesitation devices, self correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands" (Bygate, 1987, p. 21; Foster et al., 2000 & Hughes, 2002, p.76). Actually, exposing students to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter. It also assists them sound normal in their use of the foreign language.

2.6 Activities to Promote Speaking

A. Discussions

Discussions give students practice in expressing ideas orally in an organized manner and enables them to arrive at conclusions, clarify or modify ideas, resolve differences, and find alternative solutions. Groupings of three to five are good for effective discussion. Everyone is able to contribute to the discussion as a listener and as a speaker. In addition, a small group draws out quieter students who may not contribute to larger group discussions. In a small discussion group, students are able to structure their own ideas and experiences. Depending on the classroom and the circumstances, groups may be either student-selected or determined by the teacher. Leadership in discussion groups may emerge without appointment, but on occasion it may be advisable to appoint leaders, giving each group member a particular responsibility (Ur, 1996).

B. Simulations

According to Ur (1996), in simulations the individual participants speak and react as themselves, but the group role, situation and task they are given are imaginary ones. They usually work in small groups, and there is no audience. For example: (students work in-groups) someone has donated a large sum of money to your school. Imagine that you are members of the committee. One person is the chairperson. Decide how this money should be spent. When the meeting is over, each group can tell another group its plan.

C. Reporting

Oral reports should emerge from other English language arts processes. If some students are not comfortable with reporting, they can develop more confidence by taking part in other oral activities before they are ready to give a report. Reports should be written, and then presented orally. Students need to be instructed about where and how to locate information, how to prepare notes, and how to put the information into their own words (Regina, 1997).

D. Information Gap

In this type of the activity, one group has half of the information required to complete the task and the other group has the other half (or pairs of students). The two groups need to exchange information or guess to complete the task. An activity that makes students exchange information. Students sit in pairs. One student is a customer, and has a shopping list, another student is a shop assistant, and has a list of items in the shop and their prices. They do not look at each others list. The customer tries to buy things. For example:

A: Have you got any tea?

B: Yes, I have.

A: How much does it cost?

B: 10 dollars (Doff 1990).

E. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which learners sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student begins to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Learners can add new characters, events, descriptions and so on (Kayi, 2006).

F. Brainstorming

One of the ways to generate a number of ideas in a short amount of time is through the brainstorming strategy. Brainstorming helps to stretch a students imagination, encourages group cooperation, and leads to creative thinking through spontaneous contributions by all group members. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas (Rubin, 1975).

G. Playing Cards

In this game, learners should form groups of four. Each suit will represent a topic. For instance:

Diamonds : Earning money

Hearts: Love and relationships

Spades: An unforgettable memory

Clubs: Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

Is money important in your life? Why?

What is the easiest way of earning money?

What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not permitted to prepare yes-no questions, because by saying yes or no learners get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences (Kayi, 2006).

H. Interviews

According to Heidi Riggensbach and Anne Lazaraton (1987) as cited by Celce-Marcia (1991), an example of this activity is where students question each other and answer, thus exchange real information, while at the same time repeating and reinforcing specific structures. Most information students gather for school projects comes from traditional sources like the encyclopedia or internet. Students need to learn that another way of gathering information is through interviewing, or asking someone for information or opinions.

I. Storytelling

According to Regina (1997), storytelling can be an enjoyable activity for both tellers and listeners and should be engaged in at all grade levels. The teacher should model storytelling before expecting students to tell stories. As well, students should have opportunities to listen to Native Elders and other storytellers who can provide enjoyment and act as role models for their own storytelling experiences. Storytelling allows students to internalize important aspects of story beginnings and endings, settings, characters, and plot lines. It provides practice in expressing ideas in thought units, using colorful and descriptive language, developing ideas in sequence, and choosing effective

action words.

J. Role-Play

Role-play activities are not based on situations and dialogues that are in the textbook. The students have to decide what language to use and how the conversation should develop. The teacher must prepare for a role-play in the class. The teacher or the students determine the situation for role-play. Then the teacher can discuss what the speakers might say or let students discuss together. It is also possible to ask students to prepare a role-play for homework and perform it later in the class (Regina, 1997).

K. Picture Narrating

This activity is based on several sequential pictures. Learners are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can comprise the vocabulary or structures they need to employ while narrating (Kayi, 2006).

L. Picture Describing

The teacher can divide the class into groups. Each group has a picture that all its members can see. They have two minutes to say as many sentences as they can that describe it. This can be done as a whole class activity. Students can also do this activity in pairs. For example, one student has to describe a monster in a picture with his or her own idea or imagination, so that the other can draw it (Doff, 1990).

M. Find the Difference

For this activity learners can work in pairs and each couple is given two different pictures, for example, picture of boys playing basketball and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures (Kayi, 2006).

2.7 Suggestions for Teachers in Teaching Speaking

Ryan (2001) put some suggestions for English language teachers while teaching spoken English:

- ❖ Provide maximum opportunity to learners to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- ❖ Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- ❖ Reduce teacher speaking time in class while increasing learner speaking time. Step back and observe students.
- ❖ Indicate positive signs when commenting on a student's response.
- ❖ Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- ❖ Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- ❖ Do not correct learners' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- ❖ Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- ❖ Circulate around classroom to ensure that learners are on the right

track and see whether they need your help while they work in groups or pairs.

- ❖ Provide the vocabulary beforehand that learners need in speaking activities.
- ❖ Diagnose problems faced by students who have difficulty in expressing themselves in the target language and furnish more opportunities to practice the spoken language.

2.8 Encouraging Reluctant ESL/EFL Learners to Speak in the Classroom

EFL learners' reluctance to speak English in the classroom is a problem commonly found in EFL contexts. Consequently, learners have fewer opportunities to learn from speaking than the more oral students. Research shows that they develop more negative attitudes to school and are likely to lack motivation to put more effort in it (McCroskey & Richmond, 1991). For other students, working with students who are reluctant to maintain and extend conversations also limits their opportunities for language use. This review literature aims to furnish EFL teachers with a range of techniques to encourage reluctant learners to speak in the language classroom. Many of these techniques are suggested based on the Cognitive, Affective and Situational Framework put forth by Nation (2007)

2.8.1 Reduce the Level of Task Difficulty

From Nation's point of view, if learners do not know enough, they will not be able to perform the task well, and this is one of the causes of students' unwillingness to speak. The following techniques are practical in dealing with the problem:

A. Give Students More Time to do Tasks

This can be done by giving learners more preparation time. Alternatively, permit them to perform oral tasks without time pressure (Ellis, 2005) by giving them enough time to plan for and perform a task at the same time.

B. Bring the Tasks Within Students' Experience

According to Nation (2000), teachers can create recalling and sharing-experience opportunities for learners to make use of their background knowledge and experience in doing the tasks. Key oral skills and strategies should be pre-taught in preparing learners for communicative tasks. Also, it is advisable that teachers grade the difficulty level of oral tasks to suit their students' communicative ability.

C. Allow Students to Collaboratively Solve Communicative Tasks (Nation, 2000)

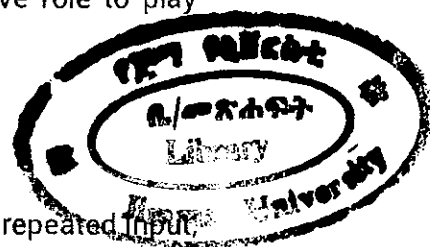
When organizing pair work and group work, make sure that every learner's participation is necessary for the task to be completed. It is best if each participant has "unique, essential information" or distinctive role to play (Nation, 2007).

D. Provide Students with Task Guidance

Nation (2000) suggests providing this kind of support through repeated input, guiding questions, multiple choices, and so on.

E. Attend to Individual Students' Needs and Ability

In a class of heterogeneous communicative ability, the teacher ought not to expect every student to participate at the same level. Likewise, different kinds of tasks can be devised to suite different levels. Alternatively, task demands can be adjusted according to individual levels of oral competence. It is



thought that once a student has a learning problem, it is best to allow the learners to try to solve the problem on their own in the first place. When the problem is too challenging for the students to solve, support can be provided. The above list is made with the amount of support increasing from the first to the last solution.

2.8.2 Promote Positive Attitudes among Students

Students who hold positive attitudes towards language learning are less likely to suffer from language learning anxiety and more likely to take part actively in learning tasks (Tsiplakides & Keramida, 2010). The techniques suggested below can assist the teacher build up positive attitudes among students so that they can feel free to speak in the language class.

A. Change Students' Negative Beliefs and Attitudes Towards Mistakes

Teachers can discuss with learners the value of language use even if it is not fluent and accurate (Nation, 1997 & Young, 1991). Meaning-focused oral activities (Nation, 2007) can also be used frequently with the goal clearly stated. When students are rewarded for successfully conveying a message, they will gradually change their perceptions about mistakes and language use. The teachers' tolerance of mistakes also needs to be made clear because there is no point in trying to change learners' attitudes when the teacher still keeps them.

B. Boost Students' Self-Confidence

This can be done by creating various opportunities for classroom success in using spoken English (Oxford, 1999). A sense of success and high self-perceived communication competence can be easily achieved by learners if easy tasks with clear and simple goals are used in the first place.

The level of difficulty can be increased over time as students' ability develops. General goals should be broken down into smaller, short-term goals so that even when students do not achieve the final goals they still feel a sense of achievement for completing some of the sub-goals. Also, students ought to be rewarded once they achieve one or more goals.

C. Lower Students' Anxiety in the Classroom

According to Young (1991), teachers can start with finding out what learners are anxious about. Then teachers can assist them ease some of their irrational fears and teach them strategies such as self-talks and doing relaxation exercises to deal with fears. With the principle of encouraging students to solve their own problems, the first two solutions should be prioritized because they provide assistance for them to change their own attitudes and affect in an appositive way while the third solution does not require as much effort from the learners in solving the problem.

2.8.3 Build a Supportive Learning Environment

Once students feel a sense of support from their teacher and peers, it is likely that they will be more willing to speak in the target language. The following are some techniques that teachers can use to create a supportive atmosphere for students.

A. Encourage Peer Support in the Classroom

Tsui (1996, p. 160) suggests that "allowing students to check their answers with their peers before offering them to the whole class also encourages students to speak up." Similarly, they can be permitted to have a discussion with their peers before talking to the whole class so that they will feel more

confident in speaking English.

B. Be Sensitive When Assigning Students into Groups

Many students tend to talk more with their close friends. Therefore, when organizing group work, the teachers ought to consider and accommodate these personal traits. For example, learners can be allowed to choose who they are going to work with.

C. Tolerate L1 Use When Appropriate

At a low English communicative level, students are not able to convey their every thought. Therefore, teachers should be tolerant of some L1 use. According to Nation (1997), using L1 can help learning in many cases. The teachers' attitude to L1 use should be positive so that students are not humiliated when they use L1 to help L2 development. When L1 use is not necessary, the teachers should tactically lead learners back to using English, e.g. by commenting or asking a question in English instead of showing strong objections.

D. Introduce Opportunities for Students to Speak English Outside the Class

Opportunities such as English clubs inside and outside the school should be introduced to students. The benefits of and tactics for participation should be clearly explained to them. Classroom activities can also be linked to these club activities. For example, learners can be asked in the class to report on their participation in the clubs or they can share their experience with their classmates. More opportunities for speaking English outside the class can also be created. For instance, students can be put into groups to do some projects and if possible, their group work should be recorded. They may also be asked to implement and record interviews with foreigners who are visiting or living around. The solutions in this category are ranked from the most

specific, day-to-day basis to the most long-term one. Although short-term and long-term measures should be taken in parallel, it is believed that short-term solutions should receive priority to be completed first. This will create more opportunities for the long-term ones to be successful.

E. Make the Classroom Environment a Non-Threatening Place (Oxford, 1999)

The classroom should be an environment where students are not scared of making communicative mistakes and being ambiguous in communicating. Situations that make students anxious such as correcting mistakes on the spot, calling on learners at random (Young, 1991), calling on students without allowing them to prepare for the answers, and calling on a student simply because he/she is quiet or not concentrating should be avoided. Otherwise, what the teacher obtains from learners is usually not desired language use but threatened faces and this will have negative effects on the students' feelings and attitudes afterwards.

2.9 Summary

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). The main goal of teaching speaking is communicative efficiency. Teaching speaking means assisting learners develop their ability to interact successfully in the target language. To do so, one must have communicative competence. Richards, Platt, and Weber (as cited in Nunan, 1999, p. 226) defined the characteristics of communicative competence as:

- ... (a) knowledge of the grammar and vocabulary of the language;
- (b) knowledge of rules of speaking (e.g., knowing how to begin and end conversations, knowing what topics can be talked about in different types of speech events, knowing which address forms should be

- used with different persons one speaks to and in different situations);
- (c) knowing how to use and respond to different types of speech acts
such as requests, apologies, thanks, and invitations;
- (d) knowing how to use language appropriately.

Activities to Promote Speaking are:

- A. Discussion
- B. Simulation
- C. Role-play
- D. Information gap
- E. Brainstorming
- F. Storytelling
- G. Interview
- H. Story completion
- I. Reporting
- J. Picture narrating
- K. Picture describing
- L. Find the difference

To encourage reluctant ESL/EFL learners to speak in the classroom:

- 1. Reduce the level of speaking task difficulty
 - A. Give students adequate time to do speaking tasks
 - B. Bring the speaking tasks within students' experience
 - C. Allow students to collaboratively solve communicative tasks
 - D. Provide students with speaking task guidance
 - E. Attend to individual students' needs and ability

2. Promote positive attitudes among students during speaking lessons
 - A. Change students' negative beliefs and attitudes towards mistakes
 - B. Boost students' self-confidence
 - C. Lower students' anxiety in the classroom
- 3 Build a supportive learning environment during oral class.
 - A. Encourage peer support in the classroom
 - B. Be sensitive when assigning students into groups
 - C. Introduce opportunities for students to speak English outside the class
 - D. Make the classroom environment a non-threatening place

Chapter Three

Methodology of the Study

3.1 Introduction

This section explains the research methodology used in the study. The study design, the site where the study was carried out, the population and sample are described. The instrument used to gather the data, incorporating methods implemented to maintain validity and reliability of the instrument, the procedure of data collection and data analysis are described.

3.2 Design of the Study

Descriptive survey was used in this study in which both qualitative and quantitative study methods are utilized together. A descriptive survey design was used to gather raw data for describing a population too large to observe directly. A survey got data from a sample of people by means of self-report, that is, the people responded to a series of items of questions produced by the researcher. This design was selected in order to employ various data collecting tools and gather information in line with the objectives of the study.

Data collection of qualitative descriptive studies focuses on discovering the nature of the specific events under study. Thus, data collection involves open-ended and individual interviews. However, data collection also may include observations. (Vickie & Clinton, 2012).

On the other hand, Ochieng (2009) suggests that quantitative study offers precise measurement and analysis. In quantitative research design the researcher will count, classify and build statistical models then explain what is observed. Data collected using this research approach is in the form of

numbers and statistics.

3.3 The Site of the Study

This study was carried out in Yem Special Woreda, Fofa Secondary and Preparatory School, 137 km north east of Jimma town. Yem is one of the special woredas in the Southern Nations, Nationalities, and Peoples Region (SNNPR) of Ethiopia. Because Yem is not part of any Zone in the SNNPR, it is considered a special woreda, an administrative subdivision which is similar to an autonomous area. Yem is named for the Yem people whose homeland lies in this special woreda. Yem is bordered on the west and north by Jimma zone (in Oromia Region) and separated from Gurage on the northeast and Hadiya on the east by the Gibe River.

3.4 Population and Sampling

Grades ten, eleven and twelve students at the school were the sources of data. A total number of 730 students, of whom 373 were Grade ten, 198 were Grade eleven and 159 were Grade twelve. They were attending the classes in the year 2014/15. Of this figure, the total female students of Grades ten, eleven and twelve constituted of 179, 95 and 89 respectively and the total male students of Grades ten, eleven and twelve constituted of 194, 103 and 70 respectively.

The researcher used stratified random sampling technique. From the total population above, 74 students from Grade ten, 40 students from Grade eleven and 32 students from Grade twelve and totally 146 students were selected through stratified random sampling technique to fill questionnaire. Of these students 73 and another 73 were females and males. This was twenty percent of the students in each grade.

The researcher also used comprehensive sampling technique for selecting teachers. There were 4 English language teachers selected as participants of the study. This was because he found members of teachers possessing the required characteristics small numbers.

3.5 Data Gathering Instruments

In this study, the researcher employed three data gathering instruments to collect relevant information from the target population. He used questionnaire, observation and interview to make the study more comprehensive.

3.5.1 Questionnaire

In conducting this study, the researcher prepared and distributed questionnaire for each of the study participants (students) by providing brief explanations on how to fill it. This tool was chosen because as Hague (1993, p. 132) noted, "It enables to gather data from a large number of people in a short time." The items were mostly of close-ended and few open-ended questions. The items of the students' questionnaire were translated into Amharic version by the researcher in order to get valuable information from the students to the study. The researcher's review literature was used to design all the items.

The closed-ended items of the questionnaire was used to gather data from sample respondents on the enhancement of students' speaking skills like to, reduce the level of task difficulty (5 items), promote positive attitudes among students (3 items), build a supportive learning environment (4 items), and activities to promote speaking (12 items). There were also 2 open-ended items.

This questionnaire was developed with 24 rating scale items to which individual participants responded between the extremes on the continuum that represent activities and techniques frequently used by teachers to develop students' speaking skills by responding to scales ranging from always to never to each item.

"Validity basically means measuring what you think you are measuring" (Field, 2003, p. 2). Validity was established using a panel of experts and a field test.

Reliability of the questionnaire was tested during the pilot study. "Reliability is basically the ability of the questionnaire to produce the same results under the same conditions" (Field, 2003, p. 3). The pilot study sought to answer the question: "Does the questionnaire consistently measure whatever it measures?" Reliability was established using a pilot study by collecting data from 30 research participants of Grades ten, eleven and twelve students not included in the sampled the final research. Cronbach's alpha is an index of reliability associated with the variation accounted for by the true score of the "underlying construct." Construct is the hypothetical variable that is being measured (Hatcher, 1994). The Cronbach's alpha coefficient of the items was 0.8081.

3.5.2 Interview

The data were gathered through interview. "Interview is a very useful instrument to understand reasons the why and how things happen" (Douglas 1985, p. 79). Semi-structured interview was designed in a way that enables the researcher to obtain data on the enhancement of the students' speaking skills. And, the interviewees were English language teachers in the school.

3.5.3 Observation

The researcher also observed four of the English language teachers while they were teaching to check whether they use activities to promote speaking, techniques to reduce the level of task difficulty, promote positive attitudes among students and build a supportive learning environment during English language speaking classes. And, an observation checklist of 25 items was used during speaking lesson presentation. The checklist was designed to investigate ways of English language teachers' speaking lesson presentation to enhance the speaking skills of the students. The items in the checklist included techniques and activities that the researcher had observed during the pilot study. The observation checklist had five measures of frequency: always, usually, sometimes, rarely, and never. Each teacher was observed four times. In each single observation a teacher was assigned under the dichotomous division of yes/no. If a teacher showed an activity or technique in each of the four observations of speaking lesson presentation, he got (4) "yes" and was assigned in the category of always. But if a teacher failed to manifest a technique or an activity in one of the observations, he got (3) "yes" and (1) "no" was assigned in the category of usually. Similar procedures were used for the other categories to incorporate the information which was obtained from observation to that of the questionnaire. All the number of always of the 4 English language teachers were added together and was written under always column of the observation, all the number of usually of the 4 English language teachers were added together and was written under usually column of the observation. The same procedures were employed for the other categories to include the information which was gotten from observation to that of the questionnaire.

3.6 The Procedure of Data Collection

First the questionnaire was prepared, revised based on the researcher's advisors comments and piloted on thirty Grades ten, eleven and twelve students not included in the sample at Fofa Secondary and Preparatory School. The responses which were obtained during the study process were analyzed and interpreted. The result of this study evoked the need for refinement of certain items in order to avoid inconsistencies, correct ambiguous items and remove questions that were not found to enable the researcher to gather appropriate information. Accordingly, 2 items were amended and 1 item was removed from the students' questionnaire and speaking lesson observation checklist. Then, based on this refinement, the final version of the questionnaire, the interview and the observation checklist were redesigned to gather data for the main study. Finally, this revised questionnaire was distributed among 146 Grades ten, eleven and twelve students, 4 English language teachers' speaking lesson presentation were observed 16 times using the observation checklist and four of them were interviewed.

Data were collected firstly through observation and by interviewing then the students and the English language teachers. The content and the objective of the interview and the observation were the same as with that of the questionnaire. Evidences were accumulated next from the students through the questionnaire. To do this, the students were asked to come together in a hall and provided clarifications about the intention of the study. Finally, the questionnaire was distributed to them. The students had to return the questionnaires were collected immediately after finishing them in the hall after forty minutes.

3.7 Data Analysis

The process of data analysis was as follows. Close-ended items were tallied, and the value was stated in number and percent. This data were analyzed using descriptive statistics such as frequency and percentage. Open-ended items were analyzed by addressing only the most relevant and repeated ones. The data that the researcher got from the observation were tallied qualitatively and quantitatively. The data which he collected from the interview were expressed qualitatively. In the very output, results and discussion were arranged and given appropriately in paragraphs and tables. The finding followed inferential statistical analysis. That was, reflects of the subjects were generalized into the population of the grades of the school in point.

3.8 Ethical Considerations

Participants' agreement was gotten before they completed the questionnaires. Subjects were notified about the purpose of the study, the procedures that would be employed to gather the data, and assured that there were no potential risks or costs involved. Anonymity and confidentiality were maintained throughout the study. In this study anonymity was ensured by not explaining the participant's name on the questionnaire and research reports. In this study, confidentiality was maintained by keeping the gathered data confidential and not displaying the participants' identities when reporting. The ethical principle of self-determination was also maintained. Lastly, information was given about the researcher in the event of further questions or complaints. Scientific honesty is regarded as a very important ethical responsibility when conducting research. Dishonest conduct includes manipulation of design and methods, and retention or manipulation of data (Brink, 1996). Therefore,

these scientific honesty were regarded in this study. The close-ended items and open-ended questions which were analysed by the researcher were also checked by the researcher's advisors for confirmation of credibility.

3.9 Summary

Descriptive study method was employed in this study in which both qualitative and quantitative study methods are existing together. This study was conducted in Yem Special Woreda, Fofa Secondary and Preparatory School, 137 km north east of Jimma town. Grades ten, eleven and twelve learners at the school were the sources of data. A total number of 730 students, of whom three hundred seventy-three were Grade ten, one hundred ninety-eight were Grade eleven and one hundred fifty-nine were Grade twelve. Of these students, 74 students from Grade ten, 40 students from Grade eleven and 32 students from Grade twelve and totally 146 students were chosen through stratified random sampling technique to fill questionnaire. The researcher also used comprehensive sampling technique for selecting teachers. In this study, the researcher used three data collecting instruments to obtain appropriate information from the target population. He employed questionnaire, observation and interview. The questionnaire was developed with 24 rating scale items to which individual participants responded between the extremes on the continuum that represent activities and techniques frequently applied by teachers to develop learners' speaking skills by responding to scales ranging from always to never to each item. Semi-structured interview was designed in a way that enables the researcher to get data on the enhancement of the learners' speaking skills. And the interviewees were English language teachers in the school. The researcher also observed four of the English language teachers while they were teaching to check whether they encompass activities to promote speaking, techniques to reduce the level of task difficulty, promote positive attitudes among

students and build a supportive learning environment during English language oral lessons. And an observation checklist of 25 items was used during speaking lesson presentation. The checklist was designed to investigate ways of English language teachers' speaking lesson presentation to enhance the speaking skills of the students. The items in the checklist incorporated techniques and activities that the researcher had observed during the pilot study. The questionnaire was prepared, revised based on the researcher's advisors comments and piloted on 30 Grade ten, eleven and twelve students not incorporated in the sample at Fofa Secondary and Preparatory School. Therefore, this study evoked the need for refinement of certain items in order to avoid inconsistencies, correct ambiguous items and remove questions that were not found to enable the researcher to collect relevant information. The revised questionnaire was distributed among 146 Grades ten, eleven and twelve students, 4 English language teachers' speaking lesson presentation were observed 16 times using the observation checklist and four of them were interviewed. Close-ended items were tallied, and the value was expressed in number and percent. This data were analyzed using descriptive statistics such as frequency and percentage. Open-ended items were analyzed by aiming at only the most appropriate and repeated ones.

Chapter Four

Data Analysis and Interpretation

4.1 Introduction

The analysis begins with students' questionnaire response, then goes on to researcher's observation and finally teachers' interview response on questions about ways of enhancing speaking skills of students during English language classes.

4.2 Students' Responses to the Close-Ended Items, Researcher's Observations and Interviews with the Teachers

To avoid too large report and redundancy, the researcher has left out presenting separate analysis of the data got through the instruments. Hence, the data gathered by questionnaire, observation and interview were presented and analyzed together thematically.

Item 1, in Table 4.1 states that 16 (10.9%) of the participants said their English language teachers always give them adequate time to do speaking tasks, 37 (25.3%) explained they perform this technique usually and 48 (32.9%) revealed they do it sometimes. Moreover, 36 (24.7%) pointed out they focus on such technique rarely. The remaining 9 (6.2%) said that their English language teachers don't give them adequate time to do speaking tasks.

The result of the observation reveals that in 1 (6.25%) of the lessons observed teachers always gives students adequate time to do speaking tasks whereas in 4 (25%) of the speaking lessons, they usually carry out this kind of practice. In 6 (37.5%) of the observed lessons, it is happened sometimes. Besides, in 3 (18.75%) of the lessons, they rarely employ it. In the rest 2

(12.5%), they never give them adequate time to do speaking tasks. (For all observations, see Appendix B for details).

Table 4.1: Reduce the Level of Speaking Task Difficulty

N o	Techniques	Rating Scales									
		Always		Usually		Sometimes		Rarely		Never	
		No	%	No	%	No	%	No	%	No	%
1	The teacher gives students adequate time to do speaking tasks.	16	10.9	37	25.3	48	32.9	36	24.7	9	6.2
2	The teacher allows students to collaboratively solve speaking tasks.	20	13.7	26	17.8	39	26.7	32	21.9	29	19.9
3	The teacher provides students with speaking task guidance.	27	18.5	25	17.1	40	27.4	28	19.2	26	17.8
4	The teacher brings speaking tasks within students' experience by creating recalling and sharing-experience opportunities for students to make use of their background knowledge and experience in doing the tasks.	12	8.2	28	19.2	36	24.7	49	33.6	21	14.3
5	The teacher considers to individual students' needs and ability during speaking lesson.	25	17.1	21	14.4	39	26.7	31	21.2	30	20.6

The implication of this result is English language teachers sometimes give students adequate time to do speaking tasks. In most of the time, because of heavy work load, the teacher can not concentrate on all the students but it is

better to allot more time for the learners. This can be done by allowing students more preparation time. Alternatively, permit them to perform oral tasks without time pressure (Ellis, 2005) by giving them enough time to plan for and perform a task at the same time.

As it is shown by item 2 in the table above, 20 (13.7%) of the respondents revealed that their English language teachers always allow them to collaboratively solve speaking tasks, 26 (17.8%) disclosed they use this technique usually, 39 (26.7%) said they sometimes engage to do so and 32 (21.9%) reported they rarely perform it. However, 29 (19.9%) explained that their English language teachers don't allow them to collaboratively solve speaking tasks.

As far as observation was made in the actual class, the researcher found out that in 1 (6.25%) of the lessons observed teachers always allows students to collaboratively solve speaking tasks whereas in 3 (18.75%) of the observed lessons, they usually encompass this kind of practice and in 5 (31.25%) of the lessons, they sometimes carry out it. In 4 (25%) of the lessons observed teachers rarely help their students to work through it. Furthermore, in 3 (18.75%) they revealed that their teachers don't do it at all.

From this finding, it can be seen that English language teachers sometimes allow students to collaboratively solve speaking tasks. But, researchers report that, regardless of the subject matter, students working collaboratively tend to learn spoken English more of what is taught and retain it longer than when the same content is presented in other instructional formats (Davis, 1993).

As it is indicated in item 3, 27 (18.5%) of the subjects replied that their English language teachers always provide them with speaking task guidance while 25 (17.1%) of them reported they are usually seen doing such a thing. The

majority, 40 (27.4%) confirmed they sometimes play such role and 28 (19.2%) revealed they rarely engage them in such practice. The rest 26 (17.8%) replied their teachers never provide them with speaking task guidance.

As the researcher's observation shows, 3 (18.75%) of the lessons observed teachers always provide students with speaking task guidance. In 2 (12.5%) of the lessons, teachers are usually seen engaging the students in providing in such guidance. In a large proportion of the lessons, 5 (31.25%), they sometimes carry out this kind of practice. In 4 (25%) of the lessons, they rarely do it. Nevertheless in 2 (12.5%) of the lessons, they never provide students with speaking task guidance.

From this it can be realized that their English language teachers sometimes provide students with speaking task guidance. According to Chi (2011), guidance for students' speaking practice should be given at the beginning of the course as this will help students save time in finding ways to improve their speaking skills.

Regardless of the difference in degree of response, item 4 in Table 4.1 tells us that 12 (8.2%) of the subjects responded their teachers always bring speaking tasks within their experience by creating recalling and sharing-experience opportunities for them to make use of their background knowledge and experience in doing the tasks. Besides, 28 (19.2%) replied they usually follow the procedure, 36 (24.7%) reported they sometimes focus on such feature and 49 (33.6%) claimed they rarely use it. However, 21 (14.3%) revealed that their teachers never do such a thing.

As it was observed, 1 (6.25%) of the observations explains that a teacher always brings speaking tasks within students experience by creating recalling and sharing-experience opportunities for them to make use of their background knowledge and experience in doing the tasks, in 3 (18.75%) of

the speaking lessons, they are usually seen doing the technique and in 4 (25%) of the observed lessons, they sometimes follow the prescribed procedure. In 7 (43.75%) of the lessons, they rarely perform it. The remaining 1 (6.25%) revealed that he never does it at all.

From this the researcher concludes that their teachers rarely bring speaking tasks within students experience by creating recalling and sharing-experience opportunities for them to make use of their background knowledge and experience in doing the tasks. Expect that your students will bring into the oral class different learning preferences. In other words, do not assume that you can teach speaking skills in the same way that you learned it and get the same results with all of your learners. You can be most effective if you combine teaching methods to reach as many students as possible: for example, combine verbal and visual explanations, describe concepts using both a "big-picture" and a detail-oriented approach, and give learners opportunities for active learning and reflection (Felder & Henriques, 1995).

The result in item 5 shows, 25 (17.1%) of the participants reported that their teachers always consider to individual students' needs and ability during speaking lesson whereas 21 (14.4%) said they usually engage them in this technique. In addition, 39 (26.7%) indicated they sometimes employ such a thing and 31 (21.2%) responded they rarely implement it. Nevertheless, 30 (20.6%) reported that their teachers neither consider to individual students' needs nor ability during speaking lesson.

The result of the observation indicates that in 3 (18.75%) of the lessons observed teachers always consider to individual students' needs and ability during speaking lesson while in 1 (6.25%), he usually carries out such a thing. Furthermore, in 5 (31.25%), they sometimes do it. In 4 (25%), it is happened rarely. In the rest 3 (18.75%), they never consider to individual students'

needs and ability during speaking lesson.

From students' questionnaires and the researcher's observations result, it can be concluded that their teachers sometimes consider to individual students' needs and ability during speaking lesson. However, in order to be fair to our students and facilitate learning of speaking skills of all students, we need to adapt or modify the curriculum so it "fits" the students' learning needs. Teachers differentiate the curriculum so they do not discriminate and teach to only a select group of students (i.e., only those learners who are at, or near, year (grade) or age level ability in the prescribed curriculum). Teachers offer students a variety of learning experiences of oral lesson to meet their different learning needs (UNESCO, 2004).

In addition to the above data from the questionnaires and the observations, the four teachers were interviewed about how often their students speak during speaking lesson, what initiate them to speak and how frequently they use them: they said students speak English during pair work and group work. When the topic is familiar with them. When they are asked to report after discussion. In general, they sometimes speak through active participation, sometimes with less participation. It depends on the speaking activity.

The teachers were interviewed about whether their students like speaking during oral classes, what their students like about speaking tasks and how frequently they use them: they responded some of them don't like and the others like it. They would like to speak about what they know. They like such as greetings, invitation, storytelling and role-play activities. They always use the activities with out missing.

Results from the interview also show that to reduce speaking tasks difficulty, teachers try to make the instruction of speaking lesson clear and give some examples. They change the topic if it is not something related to students'

environment. They practice them daily within every lesson. They always encourage them to speak in English. From this the researcher concludes that the teachers use the techniques mentioned above to reduce the level of speaking task difficulty. But the frequencies the teachers said are different from the response, the researcher got from the subjects of the students. The contradiction might occurred that the teachers didn't want to blame for their failure by expressing their negative side.

Table 4.2: Promote Positive Attitudes among Students

No	Techniques	Rating Scales									
		Always		Usually		Sometimes		Rarely		Never	
		No	%	No	%	No	%	No	%	No	%
1	The teacher changes students' negative beliefs and attitudes towards mistakes when they speak.	33	22.6	31	21.2	25	17.2	27	18.5	30	20.5
2	The teacher boosts students' self-confidence by creating various opportunities for classroom success in using spoken English.	22	15.1	26	17.8	41	28.1	39	26.7	18	12.3
3	The teacher lowers students' anxiety in the classroom during speaking activities by finding out what students are anxious about.	16	10.9	23	15.8	31	21.2	32	21.9	44	30.2

As item 1 in Table 4.2 shows, the majority of the respondents, 33 (22.6%) replied that their English language teachers always change their negative beliefs and attitudes towards mistakes when they speak whereas 31 (21.2%) explained they assign them to perform this technique usually and 25 (17.2%) indicated they sometimes do such a thing. Moreover, 27 (18.5%) pointed out it is happened rarely. Out of the remaining, 30 (20.5%) replied they do not change their negative beliefs and attitudes towards mistakes when they

speak.

As far as observation was made in the actual class, the researcher found out that 4 (25%) of the lessons observed teachers always change students negative beliefs and attitudes towards mistakes when they speak whereas in 3 (18.75%) of the lessons, they usually carry out this kind of practice. In 2 (12.5%), they sometimes implement such a thing. Besides, in 3 (18.75%), they rarely employ it. Another 3 (18.75%) revealed that teachers don't do it at all.

This means as can be seen from the students' responses and speaking lesson observations their teachers always change students negative beliefs and attitudes towards mistakes when they speak. Whenever the students do mistakes, it is the teacher's duty to give suggestion to them and have to change their negative beliefs and attitudes towards the mistakes that done by them. Teachers can discuss with students the value of language use even if it is not fluent and accurate (Nation, 1997). When students are rewarded for successfully conveying a message by speaking, they will gradually change their perceptions about mistakes and language use.

In response to item 2 in the table above, 22 (15.1%) pointed out their teachers always boost their self-confidence by creating various opportunities for classroom success in using spoken English, 26 (17.8%) claimed they use this technique usually, 41 (28.1%) disclosed they sometimes engage to do so and 39 (26.7%) reported they rarely perform it. However, 18 (12.3%) said they never boost their self-confidence by creating various opportunities for classroom success in using spoken English.

As the researcher's observation shows, 2 (12.5%) of the lessons observed teachers always boost students self-confidence by creating various opportunities for classroom success in using spoken English whereas in 3 (18.75%) of the observed lessons, they usually encompass this kind of

practice and in 6 (37.5%) of the lessons, they sometimes carry out it. In 4 (25%) of the lessons observed teachers rarely help their students to work through it. Furthermore, 1 (6.25%) indicated that he doesn't boost students self-confidence.

The implication of this result is English language teachers sometimes boost students self-confidence by creating various opportunities for classroom success in using spoken English. When the students learn the language, they can be awarded. But in spoken English class, the teacher must encourage them to speak and try to kill their shyness and stage fear. By boosting their self confidence, the teacher can easily get success (Bourdieu & Passeron, 1979).

Providing the difference in degree of perception, as it is shown by item 3 in the table above, 16 (10.9%) of the respondents revealed that their teachers always lower their anxiety in the classroom during speaking activities by finding out what they are anxious about while 23 (15.8%) of them reported they are usually seen doing such a thing. Besides, 31 (21.2%) confirmed they sometimes play such role and 32 (21.9%) revealed they rarely engage them in such practice. The remaining 44 (30.2%) claimed that their teachers don't lower their anxiety during speaking activities.

As it was observed, 2 (12.5%) of the observations explain that teachers always lower students anxiety in the classroom during speaking activities by finding out what they are anxious about. In 1 (6.25%) of the lessons, he is usually seen engaging the students in lowering their anxiety. In 3 (18.75%), they sometimes carry out this kind of practice. In 4 (25%), they rarely do it. Nevertheless, 6 (37.5%) revealed that they never lower students anxiety in the classroom during speaking activities.

From this finding, it can be seen that English language teachers never lower students anxiety in the classroom during speaking activities by finding out what they are anxious about. It is very essential aspect in oral lesson. The pupils' shyness and stage fear should be overcome (Munt, 2000).

Besides the above data from the questionnaires and the observations, results from interview indicate that to promote positive attitudes among students: three of the teachers always accept all the students say in broken English, give them feedback and help them during discussion. They let them to greet, discuss and share their experience freely through making mistakes. From this the researcher concludes that the teachers employ the techniques mentioned above to promote positive attitudes among students. But the frequencies the teachers replied are not the same. But as seen in this item, teachers probably replied positively for illogical reasons to feel safe and protected.

Table 4.3: Build a Supportive Learning Environment

No	Techniques	Rating Scales									
		Always		Usually		Sometimes		Rarely		Never	
		No	%	No	%	No	%	No	%	No	%
1	The teacher encourages peer support in the classroom during speaking lesson.	30	20.5	32	21.9	42	28.8	25	17.2	17	11.6
2	The teacher is sensitive when assigning students into groups because many students tend to talk more with their close friends.	24	16.4	28	19.2	38	26	37	25.3	19	13.1
3	The teacher makes the classroom environment a non-threatening place during speaking lesson.	27	18.5	27	18.5	42	28.8	32	21.9	18	12.3
4	The teacher introduces opportunities for students to speak English outside the class.	10	6.9	33	22.6	18	12.3	40	27.4	45	30.8

Item 1, in Table 4.3 shows that 30 (20.5%) of the participants claimed their teachers always encourage peer support in the classroom during speaking lesson. In addition, 32 (21.9%) replied they usually follow the procedure, 42 (28.8%) reported they sometimes focus on such feature and 25 (17.2%) explained they rarely use it. The remaining 17 (11.6%) revealed that their teachers don't encourage peer support during speaking lesson.

The result of the observation indicates that in 3 (18.75%) of the lessons observed teachers always encourage peer support in the classroom during speaking lesson, in 4 (25%) of the speaking lessons, they are usually seen doing the technique and in 5 (31.25%) of the observed lessons, they sometimes follow the prescribed procedure. In 2 (12.5%) of the lessons, they rarely perform it. Again in 2 (12.5%), they never encourage peer support in the

classroom during speaking lesson.

From this it can be realized that their English language teachers sometimes encourage peer support in the classroom during speaking lesson. The teachers need to arrange the students with a safe and helpful classroom environment during oral class that facilitates active participation and engagement of all the pupils (Jackson, 1993).

As it is indicated in item 2 in the table above, 24 (16.4%) of the subjects replied that their teachers are always sensitive when assigning them into groups because many of them tend to talk more with their close friends whereas 28 (19.2%) said they usually engage them in this technique while 38 (26%) indicated they sometimes employ such a thing and 37 (25.3%) responded they rarely implement it. Nevertheless, 19 (13.1%) said that their teachers are not sensitive when assigning them into groups.

As far as observation was made in the actual class, the researcher found out that 2 (12.5%) of the lessons observed teachers are always sensitive when assigning students into groups because many of them tend to talk more with their close friends. In 3 (18.75%), they usually carry out such a thing and in 5 (31.25%), they sometimes do it. In 4 (25%), it is happened rarely. However, 2 (12.5%) revealed that teachers are not sensitive when assigning them into groups.

From this the researcher concludes that their teachers are sometimes sensitive when assigning students into groups because many of them tend to talk more with their close friends. Otherwise, the role and performance of each student in the group seem as if dominated by few learners. So, there is a limited interaction channel among members of the group (Irvine, 1992).

The result in item 3, in the table above shows, 27 (18.5%) of the subjects said that their teachers always make the classroom environment a non-threatening place during speaking lesson. Another 27 (18.5%) explained they assign them to perform this technique usually and 42 (28.8%) revealed they do it sometimes. Furthermore, 32 (21.9%) reflected it is happened rarely. Out of them, 18 (12.3%) pointed out that their teachers never make the classroom environment a non-threatening place during speaking lesson.

As the researcher's observation shows, 3 (18.75%) of the lessons observed teachers always make the classroom environment a non-threatening place during speaking lesson. Again in 3 (18.75%) of the lessons, they usually carry out this kind of practice. In 5 (31.25%), they sometimes implement such a thing. Moreover, in 4 (25%), they rarely employ it. The rest 1 (6.25%) indicated that he doesn't make the classroom environment a non-threatening place during speaking lesson.

From this result, it can be concluded that their teachers sometimes make the classroom environment a non-threatening place during speaking lesson. Like other lessons, there should be a good interaction between teacher and pupils in oral classes (Larsen-Freeman, 1986).

As it can be seen from item 4, in the table above, the subjects were asked how often that their teachers introduce opportunities for them to speak English outside the class. Accordingly, 10 (6.9%) replied they always follow the procedure, 33 (22.6%) disclosed they use this technique usually, 18 (12.3%) said they sometimes engage to do so and 40 (27.4%) reported they rarely perform it. The highest number of the subjects, 45 (30.8%) said their teachers never introduce opportunities for them to speak English outside the class.

As it was observed, 1 (6.25%) of the observations explains that teacher always introduces opportunities for students to speak English outside the class while in 3 (18.75%) of the observed lessons, they usually encompass this kind of practice and in 2 (12.5%) of the lessons, they sometimes carry out it. In 4 (25%) of the lessons observed teachers rarely help their students to work through it. The majority, 6 (37.5%) revealed that they never introduce opportunities for students to speak English outside the class.

This means as can be seen from the students' responses and speaking lesson observations their teachers never introduce opportunities for students to speak English outside the class. Most of the pupils do not get the opportunity to speak in English because their environment brings them to speak in their mother tongue so the teacher should help them to speak in English. They have to arrange the atmosphere and make spoken English classroom environment as an English day. More opportunities for speaking English outside the class can also be brought into being (Ellis, 1985).

In the interview session the four teachers were asked about how they build a supportive learning environment, here are some ways all of them usually use to create a supportive learning environment with students themselves:

- provide students with friendship and contacts,
- use pair work, as well as small-group and whole-class activities,
- reflect on their own role in discussions - the teachers acting as a facilitator of the conversation to help to generate many viewpoints and
- value all student contributions and make this known. From this the researcher concludes that some of the techniques are different from the questionnaires and the observations. The frequencies the teachers responded are not the same. The contradiction might occurred that the teachers didn't want to blame for their failure by

expressing their negative side.

Table 4.4: Activities to Promote Speaking

No	Techniques	Rating Scales									
		Always		Usually		Sometimes		Rarely		Never	
		No	%	No	%	No	%	No	%	No	%
1	Discussion	51	34.9	38	26	36	24.7	19	13.1	2	1.4
2	Role-play	6	4.1	17	11.7	33	22.6	36	24.7	54	36.9
3	Simulations	2	1.4	13	8.9	20	13.7	31	21.2	80	54.8
4	Information gap	13	8.9	20	13.7	34	23.3	39	26.7	40	27.4
5	Brainstorming	27	18.5	24	16.4	42	28.8	32	21.9	21	14.4
6	Storytelling	4	2.7	7	4.8	10	6.9	27	18.5	98	67.1
7	Interviews	4	2.7	14	9.6	21	14.4	30	20.5	77	52.8
8	Story completion	3	2.1	6	4.1	17	11.7	31	21.2	89	60.9
9	Reporting	10	6.9	14	9.6	32	21.9	45	30.8	45	30.8
10	Picture narrating	7	4.8	8	5.5	30	20.5	44	30.2	57	39
11	Picture describing	5	3.4	8	5.5	25	17.1	30	20.6	78	53.4
12	Find the difference	13	8.9	13	8.9	27	18.5	34	23.3	59	40.4

As it can be seen from item 1, in the above table, the participants were asked how frequently that their English language teachers carry out discussion in their speaking lesson presentation, the greatest number of subjects, 51 (34.9%) said their teachers always carry out discussions in their speaking lesson presentation while 38 (26%) confirmed they usually play such role and 36 (24.7%) reported they are sometimes seen doing such a thing. In addition, 19 (13.1%) revealed they rarely engage them in such practice. Out of the remaining, 2 (1.4%) claimed that their teachers do not implement discussion in their speaking lesson presentation.

The result of the observation indicates that in 7 (43.75%) of the lessons observed teachers always employ discussion in their speaking lesson presentation. In 5 (31.25%) of the speaking lessons, they usually carry out this kind of practice and in 3 (18.75%) of the observed lessons, they sometimes do it. Moreover, in 1 (6.25%) of the lessons, he rarely does such a thing.

The implication of this result is that the English language teachers always carry out discussion in their speaking lesson presentation. It gives students a chance of talking and sharing opinions but also yields teachers a probability to listen in and to understand their motivation and attitudes towards speaking skills (Harmer, 1984).

Item 2, in Table 4.4 shows that 6 (4.1%) of the subjects claimed that their teachers always encompass role-play in their speaking lesson presentation. Besides, 17 (11.7%) replied they usually follow the procedure, 33 (22.6%) reported they sometimes focus on such feature and 36 (24.7%) claimed they rarely use it. Out of the remaining, 54 (36.9%) revealed that their teachers don't employ role-play during speaking lesson.

As far as observation was made in the actual class, the researcher found out that 2 (12.5%) of the lessons observed teachers usually implement role-play in their speaking lesson presentation. In 3 (18.75%) of the speaking lessons, they are sometimes seen doing the activity and in 4 (25%) of the observed lessons, they rarely follow the prescribed procedure. Out of them, 7 (43.75%) revealed that teachers don't employ such activity.

From this finding, it can be seen that English language teachers never encompass role-play during speaking lesson. However, role-play can be a very successful tool in the teachers hands. As its prime goal is to boost students interaction in the classroom, educators should not forget about

incorporating such a speaking activity to reflect learners' theoretical knowledge of a language in practice. Scrivener (2005, p. 155) suggests that:

In role-play, learners are usually given some information about a role (e.g., a person or a job title). These are often printed on role cards. Learners take a little preparation time and then meet up with other students to act out small scenes using their own ideas, as well as any ideas and information from the role cards. A simple role card could do nothing more than name the role e.g., mother, detective or alternatively they could offer guidance as to what to do rather than the role itself, e.g. buy a train ticket to Brighton.

As it is pointed out in item 3, in the table above, 2 (1.4%) of the respondents reported that their teachers always use simulation in their speaking lesson presentation whereas 13 (8.9%) said they usually engage them in this activity. In addition, 20 (13.7%) indicated they sometimes employ such a thing and 31 (21.2%) responded they rarely implement it. The rest, 80 (54.8%) disclosed they do not encompass this at all.

The result of the observation indicates that in 1 (6.25%) of the lessons observed teachers always carry out simulation in his speaking lesson presentation while in 3 (18.75%), they usually carry out such a thing. Besides, in 2 (12.5%), they sometimes do it. In 3 (18.75%), it is happened rarely. What is more, 7 (43.75%) indicated that teachers don't employ simulation during speaking lesson.

From this it can be realized that their English language teachers never use simulation in their speaking lesson presentation. But "simulations in language learning can be referred to as communications. Simulations since they are designed to achieve communicative reality" (Bambrough, 1994, p. 16). The main goal of a simulation is to give learners exposure to a

representation of real-life structure. A simulation entails unexpected events in which "real communication," not played or acted dialogue, can happen.

Item 4, in the table above shows that 13 (8.9%) of the participants said their teachers always encompass information gap in the speaking lesson presentation while 20 (13.7%) explained they assign them to perform this activity usually and 34 (23.3%) revealed they do it sometimes. Moreover, 39 (26.7%) pointed out it is happened rarely. The rest 40 (27.4%) claimed that their teachers do not implement information gap during speaking lesson.

As the researcher's observation shows, 2 (12.5%) of the lessons observed teachers always use information gap in their speaking lesson presentation. In another 2 (12.5%) of the lessons, they usually carry out this kind of practice. In 3 (18.75%), they sometimes implement such a thing. In 4 (25%), they rarely employ it. However, in 5 (31.25%) of the lessons, they never carry out such activity.

From this the researcher concludes that their teachers never encompass information gap during speaking lesson. However, Swan (1985, p. 94) views information gap as "a basic concept in contemporary methodology" then he goes on to elaborate more on information gap:

When one student talks to another, we feel that it is important that new information should be transmitted across the 'gap' between them. To do this end, ingenious exercises are devised in which half the class are provided with data to which the other half do not have access; those who lack the information then have to obtain it by using language in an appropriate way.

In item 5 of Table 4.4 above, 27 (18.5%) of the respondents claimed that their teachers always encompass brainstorming in their speaking lesson presentation. In addition, 24 (16.4%) disclosed they use this activity usually,

42 (28.8%) said they sometimes engage to do so and 32 (21.9%) reported they rarely perform it. Nevertheless, 21 (14.4%) revealed that their teachers never employ brainstorming during speaking lesson.

As it was observed, 2 (12.5%) of the observations explain that teachers always implement brainstorming in their speaking lesson presentation. In another 2 (12.5%) of the observed lessons, they usually encompass this kind of practice and in 6 (37.5%) of the lessons, they sometimes carry out it. In 4 (25%) of the lessons observed teachers rarely help their students to work through it. What is more, 2 (12.5%) revealed that they never encompass such activity.

From this result, it can be concluded that their teachers sometimes encompass brainstorming in their speaking lesson presentation. Brainstorming can help students to learn to take risks in oral class. McCoy (1976) makes a strong argument in favour of learning problem-solving skills in order to reduce anxiety in spoken English class. There are no 'right' or 'wrong' answers in brainstorming and no danger of teacher correction. By carrying out a simple brainstorming warm-up, learners can obtain a sense of competence and feel more confident in making intelligent guesses.

As it is indicated in item 6, in the table above, 4 (2.7%) of the participants said that their teachers always employ storytelling in their speaking lesson presentation while 7 (4.8%) of them reported they are usually seen doing such a thing whereas 10 (6.9%) confirmed they sometimes play such role and 27 (18.5%) revealed they rarely engage them in such practice. The majority (67.1%) claimed that their teachers do not use this at all.

The result of the observation indicates that in 1 (6.25%) of the lessons observed teachers always carries out storytelling in his speaking lesson presentation. In another 1 (6.25%), he usually carries out this kind of practice.

In 5 (31.25%), they rarely do it. Moreover, in 9 (56.25%) of the lessons, they never implement storytelling in their speaking lesson presentation.

This means as can be seen from the students' responses and speaking lesson observations their teachers never employ storytelling during speaking lesson. The primary reason to recommend storytelling in the EFL speaking class is that stories are motivating and immensely interesting, can attract listeners and promote communication. The excitement and drama of storytelling provide a context that holds learners' attention (Cooter, 1991).

As it is pointed out in item 7, in the table above, 4 (2.7%) of the respondents reported that their teachers always use Interview in their speaking lesson presentation. Besides, 14 (9.6%) replied they usually follow the procedure, 21 (14.4%) reported they sometimes focus on such feature and 30 (20.5%) claimed they rarely use it. The greatest in the proportion, 77 (52.8%) disclosed they do not encompass this at all.

As far as observation was made in the actual class, the researcher found out that 1 (6.25%) of the lessons observed teachers always employs Interview in his speaking lesson presentation. Again in 1 (6.25%) of the speaking lessons, he is usually seen doing the activity and in 2 (12.5%) of the observed lessons, they sometimes follow the prescribed procedure. In 5 (31.25%) of the lessons, they rarely perform it. The remaining 7 (43.75%) revealed that teachers don't encompass such a thing.

The implication of this result are English language teachers never use Interview in their speaking lesson presentation. Interviews provide an authentic context for questioning by speaking. In an interview, students deliberately practice asking questions and develop the skills to speak critically (Rose, 1999).

As it can be seen from item 8, in the above table, the participants were asked how many times that their English language teachers carry out story completion in their speaking lesson presentation. Therefore, 3 (2.1%) said they always engage them in this activity, 6 (4.1%) indicated they usually employ such a thing and 17 (11.7%) said they sometimes engage them in such work. Furthermore, 31 (21.2%) responded they rarely implement it. Out of them, 89 (60.9%) claimed that their teachers do not implement this at all.

As the researcher's observation shows, 1 (6.25%) of the lessons observed teachers usually employs story completion in his speaking lesson presentation. In 2 (12.5%) of the lessons, they focus on such activity sometimes. In 4 (25%), it is happened rarely. In the rest, 9 (56.25%) of the lessons, they never implement such a thing.

From this finding, it can be seen that English language teachers never carry out story completion during speaking lesson. However, during story completion pupils can express and examine their conception about the story. They can employ their intuitive recognition, fancy and so on. Students can add new imaginary persons, facts of thing's happening, descriptions and so on. Therefore, they will be very enjoying to continue the activity since they are free to speak out their idea (Ur, 1996).

Item 9, in the table above shows that 10 (6.9%) of the participants said their teachers always use reporting in their speaking lesson presentation. Besides, 14 (9.6%) explained they assign them to perform this activity usually, 32 (21.9%) revealed they do it sometimes and 45 (30.8%) pointed out it is happened rarely. Again, 45 (30.8%) claimed that their teachers do not implement reporting in their speaking lesson presentation.

As it was observed, 2 (12.5%) of the observations explain that teachers usually encompass reporting in their speaking lesson presentation.

Moreover, in 3 (18.75%) of the speaking lessons, they sometimes carry out this kind of practice, in 5 (31.25%) of the lessons, they rarely employ it. The highest number of the participants 6 (37.5%) revealed that they never carry out this at all.

From this it can be realized that their English language teachers never use reporting in their speaking lesson presentation. The aim of the report is to verify your speaking skills in a certain type of speech on some subject, as well as showing your skills in presenting the material to an audience, you know and understand the subject (Integrate Ireland Language and Training, 2004).

In item 10 of Table 4.4 above, 7 (4.8%) of the respondents claimed that their teachers always employ picture narrating in their speaking lesson presentation. Besides, 8 (5.5%) disclosed they use this activity usually, 30 (20.5%) said they sometimes engage to do so and 44 (30.2%) reported they rarely perform it. The majority, 57 (39%) revealed that their teachers never use picture narrating during speaking lesson.

The result of the observation indicates that in 4 (25%) of the lessons observed teachers sometimes encompass picture narrating in their speaking lesson presentation while in 5 (31.25%) of the lessons observed teachers rarely help their students to work through it. In the rest 7 (43.75%), they never do such a thing.

From this the researcher concludes that their teachers never employ picture narrating in their speaking lesson presentation. Picture narrating can be used as learning media, it furnishes many utilities and yields genuine impression to the students. It can be the media for understanding of speaking lesson; in addition, it can foster oral activities (Harmer, 1984, as cited in Kayi, 2006).

As it is indicated in item 11, in the table above, 5 (3.4%) of the participants said that their teachers always employ picture describing in their speaking lesson presentation. Likewise, 8 (5.5%) said they usually engage them in such work, 25 (17.1%) confirmed they sometimes play such role and 30 (20.6%) revealed they rarely engage them in such practice. Furthermore, (53.4%) mentioned that their teachers do not implement picture describing in their speaking lesson presentation.

As far as observation was made in the actual class, the researcher found out that 2 (12.5%) of the lessons observed teachers always encompass picture describing in their speaking lesson presentation. Likewise, in 2 (12.5%), they focus on such activity sometimes and in 4 (25%), they rarely engage them in such work. The greatest in the proportion, 8 (50%) revealed that teachers don't do it at all.

From this result, it can be concluded that their teachers never employ picture describing. Describing a picture, although surprisingly simple as a resource idea, has proved to be an utmostly valuable teaching resource for spoken English (Kayi, 2006).

As it can be seen from item 12, in the table above, the subjects were asked how often that their English language teachers carry out find the difference in their speaking lesson presentation. Therefore, 13 (8.9%) replied they always follow the procedure and another 13 (8.9%) reported they usually focus on such feature. Besides, 27 (18.5%) revealed they sometimes perform this activity and 34 (23.3%) claimed they rarely use it. The rest, 59 (40.4%) pointed out that their teachers never implement find the difference during speaking lesson.

The result of the observation indicates that in 1 (6.25%) of the lessons observed teachers always uses find the difference in his speaking lesson

presentation again in 1 (6.25%) of the speaking lessons, he is usually seen doing the activity. Furthermore in 2 (12.5%) of the observed lessons, they sometimes follow the prescribed procedure. In 5 (31.25%) of the lessons, they rarely perform it. The majority, 7 (43.75%) indicated that teachers don't engage them in such work

This means as can be seen from the students' responses and speaking lesson observations their teachers never carry out find the difference in their speaking lesson presentation. Pupils can distinguish the similarities and differences between two different pictures. This can encourage to carry out spoken English when making comparisons (Harmer, 1984, as cited in Kayi, 2006).

In the semi structured interview, the teachers were also asked what activities they use to promote speaking skills of their students and how many times they employ them, three of them said that they rarely encompass oral reports, short conversations, miming, debates, listening to short scripts and retelling it, story telling, role-play, discussion, interview, picture describing and find the difference. From this the researcher concludes that other than some of the activities are different from that of the data the researcher got from the students questionnaire and the observations, the frequencies the teachers said about the activities are the same.

4.3 Students' Responses to the Open-Ended Items

All the participant of the students were asked what other interactional opportunities their English language teachers provide to promote their speaking skills. The result of this item shows that their teachers rarely encompass debating, creating riddles, promoting speaking confidence, teacher-learner interaction and learner-learner interaction. As the researcher's

observation also shows that teachers rarely implement them.

The subjects of the students were also asked if they have suggestion(s) for their teachers about ways of enhancing their speaking skills, they listed down that students should be given motivation, encouragement and some psychological training. Teachers ought to arrange various activities and balance in the speaking lesson. Teachers should also be trained to control the other students in order to provide a friendly and stimulating environment in the classroom. Students should develop the habits of listening to BBC, CNN and similar programs for the improvement of their speaking skills. Checking the students' language competency at various levels examine speaking skills as a compulsory part of the examination system may be included.

4.4 Findings Resulting from Data Analysis

Based on the collected data from the questionnaire, interview and observation aiming at ways of enhancing speaking skills of students during English language classes, the researcher could be able to conclude that the following are the major findings of the study.

Fofa Secondary and Preparatory School English language teachers:

- ❖ Sometimes reduce the level of speaking task difficulty;
- ❖ Sometimes build a supportive learning environment;
- ❖ Never employ activities to promote speaking and
- ❖ Rarely encompass debating, creating riddles, promoting speaking confidence, teacher-learner interaction and learner-learner interaction.

The subjects of the students suggest for their teachers about ways of enhancing their speaking skills that students should be given motivation,

encouragement and some psychological training.

The technique frequently employed by teachers to develop the students speaking skills is:

- The teachers always change students' negative beliefs and attitudes towards mistakes when they speak.

The activity frequently used by teachers to enhance the learners speaking skills is:

- ❖ Discussion

Chapter Five

Summary, Conclusions and Recommendations

5.1 Summary

When the researcher selected the research topic, he had his own grounds. That was most teachers exercised teacher-centered approach of teaching and due to this, the overall classroom situations was not interesting. Teachers did not assure the extent of how many students understand the subject matter. Students were passive in the speaking classes. This was because from what he had observed, the students' abilities to speak were unsatisfactory and they could not participate actively in the speaking lessons. These conditions initiated the researcher to investigate ways of enhancing the participation of students in English classes so as to develop their speaking skills.

This study is aimed to identify the activities and techniques frequently used by teachers to develop students' speaking skills. Moreover, the study gets students' perspectives on the development of their speaking abilities.

What is meant by "teaching speaking" is to teach ESL learners to:

- Produce the English speech sounds and sound patterns.
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses,

which is called as fluency (Nunan, 2003).

Activities to Promote Speaking are:

- A. Discussion
- B. Simulation
- C. Role-play
- D. Information gap
- E. Brainstorming
- F. Storytelling
- G. Interview
- H. Story completion
- I. Reporting
- J. Picture narrating
- K. Picture describing
- L. Find the difference

To encourage reluctant ESL/EFL learners to speak in the classroom:

- 1. Reduce the level of speaking task difficulty
 - A. Give students adequate time to do speaking tasks
 - B. Bring the speaking tasks within students' experience
 - C. Allow students to collaboratively solve communicative tasks
 - D. Provide students with speaking task guidance
 - E. Attend to individual students' needs and ability
- 2. Promote positive attitudes among students during speaking lessons
 - A. Change students' negative beliefs and attitudes towards mistakes
 - B. Boost students' self-confidence
 - C. Lower students' anxiety in the classroom

3 Build a supportive learning environment during oral class.

- A. Encourage peer support in the classroom
- B. Be sensitive when assigning students into groups
- C. Introduce opportunities for students to speak English outside the class
- D. Make the classroom environment a non-threatening place

In this study, the researcher employed 3 data gathering instruments to get or collect relevant information from the target population. He used questionnaire, observation and interview to make his study more comprehensive.

Based on the collected data from the questionnaire, interview and observation aiming at ways of enhancing speaking skills of students during English language classes, the researcher could be able to conclude that the following are the major findings of the study.

Fofa Secondary and Preparatory School English language teachers:

- Sometimes reduce the level of speaking task difficulty;
- Sometimes build a supportive learning environment;
- Never employ activities to promote speaking and
- Rarely encompass debating, creating riddles, promoting speaking confidence, teacher-learner interaction and learner-learner interaction.

The subjects of the students suggest for their teachers about ways of enhancing their speaking skills that students should be given motivation, encouragement and some psychological training.

5.2 Conclusions

This study is conducted with the purpose of ways of enhancing students speaking skills during English language classes, particularly at Fofa Secondary and Preparatory School. In addition, it is aimed to identify the activities and techniques frequently used by teachers to develop students' speaking skills.

After a closer examination of the results found using the students questionnaire, the researcher's observation and the teachers interview, he arrived at the following conclusions.

- ❖ In order to reduce the level of speaking task difficulty, English language teachers sometimes give students adequate time to do speaking tasks, allow students to collaboratively solve speaking tasks, provide students with speaking task guidance and consider to individual students' needs and ability during speaking lesson. Furthermore, they rarely bring speaking tasks within students experience by creating recalling and sharing-experience opportunities for them to make use of their background knowledge and experience in doing the tasks.
- ❖ To promote positive attitudes among students, English language teachers always change students negative beliefs and attitudes towards mistakes when they speak. Moreover, their teachers sometimes boost students self-confidence by creating various opportunities for classroom success in using spoken English. Furthermore, their teachers never lower students anxiety in the classroom during speaking activities by finding out what they are anxious about.

- ❖ So as to build a supportive learning environment, English language teachers sometimes encourage peer support in the classroom during speaking lesson and make the classroom environment a non-threatening place during speaking lesson. In addition, they are sometimes sensitive when assigning students into groups because many of them tend to talk more with their close friends. Furthermore, they never introduce opportunities for students to speak English outside the class.
- ❖ As there are so many kinds of activities to promote speaking skills of students, of which Fofa Secondary and Preparatory School teachers always use discussion and sometimes employ brainstorming. Mostly they neglected the majority of them like role-play, simulation, information gap, storytelling, interview, story completion, reporting, picture narrating, picture describing, and find the difference. This indicates that they disregarded most of the activities.

5.3 Recommendations

This study is conducted not only to find out the activities and techniques frequently used by teachers to develop students' speaking skills but also to suggest some solutions that help to solve the prevailing problems. Thus, the researcher recommends the following based on his findings.

- The periods allotted per week are not enough for teaching English language effectively since it needs much practice, guidance, feedback and close communication with the teacher. The period per week, therefore, should be increased so that the students can get enough time to speak in class with the guidance of the teacher and outside the class at their own. According to Torky (2006, p. 151), in Egypt "first

year secondary students usually have six classroom periods of English language instruction per week. Each lesson lasts for 50 minutes." But at Fofa Secondary and Preparatory School , there are four periods of English language instruction per week. Each period lasts for 42 minutes.

- The new English text books encourage interactive learning. However, it seems true that encompassing activities to promote speaking skills are less practiced by the teachers. Thus, teachers should give emphasis to providing students with a variety of activities and frequent speaking tasks to enhance the students' speaking skills.
- Teachers should lead the process of the techniques and the activities effectively. If they cannot conduct them effectively, students can be frustrated and demoralised; they can be bored with the speaking lesson and they can be unsuccessful from the beginning of the process. Because of these situations, training on how to carry on activities and techniques to develop students' speaking skills and other related issues seems still crucial for the teachers. Moreover, the Ministry of Education should work to provide the school libraries with different materials on speaking skills methodology such as magazines, books, soft copies, etc, to make easy access to the teachers and do something to inspire them to use the materials and apply them, for example, by giving in-service training so that they may read and develop their way of teaching speaking skills.

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Appendices

Appendix: A

OBSERVATION CHECKLIST

The principal purpose of this checklist was to obtain data about ways of enhancing students speaking skill during English language classes. These activities and techniques were recorded in the category of Yes/ No on the basis of whether they happen in the speaking lesson classes. Each teacher was observed four times. Finally, the yes/No category was changed into five-measure frequency: always, usually, some times, rarely and never. That was if an event happened in four of the speaking lessons observation days it was always, if it happened in three of the observation days it was usually and so on. All the number of always of the 4 English language teachers were added together and was written under always column of the observation, all the number of usually of the 4 English language teachers were added together and was written under usually column of the observation. The same procedures were employed for the other categories to include the information which was gotten from observation.

Table 1: Reduce the Level of Speaking Task Difficulty

No	Techniques	Availability on the Lesson	
		Yes	No
1	Does the teacher give students adequate time to do speaking tasks?		
2	Does the teacher allow students to collaboratively solve speaking tasks?		
3	Does the teacher provide students with		

	speaking task guidance?		
4	Does the teacher bring speaking tasks within students' experience by creating recalling and sharing-experience opportunities for students to make use of their background knowledge and experience in doing the tasks?		
5	Does the teacher consider to individual students' needs and ability during speaking lesson?		

Table 2: Promote Positive Attitudes among Students.

No	Techniques	Availability on the Lesson	
		Yes	No
1	Does the teacher change students' negative beliefs and attitudes towards mistakes when they speak?		
2	Does the teacher boost students' self-confidence by creating various opportunities for classroom success in using spoken English?		
3	Does the teacher lower students' anxiety in the classroom during speaking activities by finding out what students are anxious about?		

Table 3: Build a Supportive Learning Environment

No	Techniques	Availability on the Lesson	
		Yes	No
1	Does the teacher encourage peer support in the classroom during speaking lesson?		
2	Is the teacher sensitive when assigning students into groups because many students tend to talk more with their close friends?		
3	Does the teacher make the classroom environment a non-threatening place during speaking lesson?		
4	Does the teacher introduce opportunities for students to speak English outside the class?		

Table 4: Activities to Promote Speaking

No	Activities	Availability on the Lesson	
		Yes	No
1	Does the teacher use discussion?		
2	Does the teacher employ role-play?		
3	Does the teacher implement simulation?		
4	Does the teacher apply information gap?		
5	Does the teacher encompass brainstorming?		
6	Does the teacher use storytelling?		
7	Does the teacher employ interviews?		
8	Does the teacher implement story completion?		
9	Does the teacher apply reporting?		
10	Does the teacher encompass picture narrating?		
11	Does the teacher use picture describing?		
12	Does the teacher employ find the difference?		

What other interactional opportunities does the teacher provide to promote students' speaking skills?

Appendix: B

Checklist for Speaking Class observation

Table 1: Reduce the Level of Speaking Task Difficulty

NO	Techniques	Rating Scales									
		Always		Usually		Sometimes		Rarely		Never	
		No	%	No	%	No	%	No	%	No	%
1	Does the teacher give students adequate time to do speaking tasks?	1	6.25	4	25	6	37.5	3	18.75	2	12.5
2	Does the teacher allow students to collaboratively solve speaking tasks?	1	6.25	3	18.75	5	31.25	4	25	3	18.75
3	Does the teacher provide students with speaking task guidance?	3	18.75	2	12.5	5	31.25	4	25	2	12.5
4	Does the teacher bring speaking tasks within students' experience by creating recalling and sharing-experience opportunities for students to make use of their background knowledge and experience in doing the tasks?	1	6.25	3	18.75	4	25	7	43.75	1	6.25
5	Does the teacher consider to individual students' needs and ability during speaking lesson?	3	18.75	1	6.25	5	31.25	4	25	3	18.75

Table 2: Promote Positive Attitudes among Students

N o	Techniques	Rating Scales									
		Always		Usually		Sometimes		Rarely		Never	
		No	%	No	%	No	%	No	%	No	%
1	Does the teacher change students' negative beliefs and attitudes towards mistakes when they speak?	4	25	3	18.75	2	12.5	3	18.75	3	18.75
2	Does the teacher boost students' self-confidence by creating various opportunities for classroom success in using spoken English?	2	12.5	3	18.75	6	37.5	4	25	1	6.25
3	Does the teacher lower students' anxiety in the classroom during speaking activities by finding out what students are anxious about?	2	12.5	1	6.25	3	18.75	4	25	6	37.5

Table 3: Build a Supportive Learning Environment

N o	Techniques	Rating Scales									
		Always		Usually		Sometimes		Rarely		Never	
		No	%	No	%	No	%	No	%	No	%
1	Does the teacher encourage peer support in the classroom during speaking lesson?	3	18.75	4	25	5	31.25	2	12.5	2	12.5
2	Is the teacher sensitive when assigning students into groups because many students tend to talk more with their close friends?	2	12.5	3	18.75	5	31.25	4	25	2	12.5

3	Does the teacher make the classroom environment a non-threatening place during speaking lesson?	3	18.75	3	18.75	5	31.25	4	25	1	6.25
4	Does the teacher introduce opportunities for students to speak English outside the class?	1	6.25	3	18.75	2	12.5	4	25	6	37.5

Table 4: Activities to Promote Speaking

No	Activities	Rating Scales									
		Always		Usually		Sometimes		Rarely		Never	
		No	%	No	%	No	%	No	%	No	%
1	Does the teacher use discussion?	7	43.75	5	31.25	3	18.75	1	6.25	-	-
2	Does the teacher employ role-play?	-	-	2	12.5	3	18.75	4	25	7	43.75
3	Does the teacher implement simulation?	1	6.25	3	18.75	2	12.5	3	18.75	7	43.75
4	Does the teacher apply information gap?	2	12.5	2	12.5	3	18.75	4	25	5	31.25
5	Does the teacher encompass brainstorming?	2	12.5	2	12.5	6	37.5	4	25	2	12.5
6	Does the teacher use storytelling?	1	6.25	1	6.25	-	-	5	31.25	9	56.25
7	Does the teacher employ interview?	1	6.25	1	6.25	2	12.5	5	31.25	7	43.75
8	Does the teacher implement story	-	-	1	6.25	2	12.5	4	25	9	56.25

	completion?										
9	Does the teacher apply reporting?	-	-	2	12.5	3	18.75	5	31.25	6	37.5
10	Does the teacher encompass picture narrating?	-	-	-	-	4	25	5	31.25	7	43.75
11	Does the teacher use picture describing?	2	12.5	-	-	2	12.5	4	25	8	50
12	Does the teacher employ find the difference?	1	6.25	1	6.25	2	12.5	5	31.25	7	43.75

Appendix: C

በተማሪዎች የሚሞላ የፅሁፍ መጠይቅ

ውድ ተማሪዎች፤ ከሁሉ አስቀድሞ ተመራማሪው ይህንን መጠይቅ ለመመለስ ፍቃደኛ በመሆናችሁ ሊያመለክቱኝሁ ይወዳል። የዚህ መጠይቅ ዋነኛ ዓላማ የተማሪዎችን የእንግሊዝኛ ቋንቋ የንግግር ክህሎት ማበልፀጊያ መንገዶች ላይ ምርምር ለማድረግ መረጃ ለማግኘት ነው። ተማሪ በመሆናችሁና የዚህ ጥናት ተካፋይ በመሆናችሁ እድለኛ ናችሁ። ለእያንዳንዱ ጥያቄ የእናንተ እውነተኛና የታመነ መልስ ለጥናቱ ውጤታማነት ትልቅ ዋጋ አለው። ስለዚህ ከዚህ በታች የተዘረዘረ እያንዳንዱን ጥያቄ እንድትመልሱ በአክብሮት ተጠይቃችኋል።

1. ስማችሁን መፃፍ አያስፈልግም!
2. ከዚህ በታች የተዘረዘሩት የእንግሊዝኛ ቋንቋ የንግግር ክህሎት ማበልፀጊያ ቴክኒኮች የእንግሊዝኛ ቋንቋ መምህርህ/ሽ ምን ያህል እንደሚጠቀሙባቸው ከመጠነ-መለኪያዎቹ ስር መርጠህ/ሽ የራይት (✓) ምልክት አድርግ/ጊ።

ስንጠረዥ 1፤ የንግግርን ችግር ደረጃ መቀነስ

ተ.ቁ	ቴክኒኮች	መጠነ-መለኪያዎች				
		ሁል ጊዜ	አብዛኛውን ጊዜ	እንዳንድ ጊዜ	አልፎ አልፎ	በጭራሽ
1	የእንግሊዝኛ ቋንቋ መምህራችን/ መምህርታችን የንግግር ክህሎት ማበልፀጊያ ስራዎችን እንደገሰሩ በቂ ጊዜ ይሠጡናል።					
2	የእንግሊዝኛ ቋንቋ መምህራችን/ መምህርታችን የንግግር ክህሎት ማበልፀጊያ ስራዎችን ከተማሪዎች ልምድ አንጻር ይሰጣሉ።					
3	የእንግሊዝኛ ቋንቋ መምህራችን/ መምህርታችን የንግግር					

	ክህሎት ማበልፀጊያ ስራ ችግሮችን ተማሪዎች ተባብረው መፍትሄ እንድናገኝ ይፈቅዳሉ።					
4	የእንግሊዝኛ ቋንቋ መምህራችን/ መምህርታችን የንግግር ክህሎት ማበልፀጊያ ስራዎችን ከመምሪያ ጋር ያቀርባሉ።					
5	የእንግሊዝኛ ቋንቋ መምህራችን/ መምህርታችን በንግግር ክህሎት ትምህርት ጊዜ የተማሪዎችን የግል ፍላጎትና ችሎታ ይከታተላሉ።					

ሰንጠረዥ 2፤ በንግግር ክህሎት ትምህርት ጊዜ በተማሪዎች መካከል አዎንታዊ አመለካከትን ማበረታታት

ተ.ቋ	ቴክኒኮች	መጠነ-መለኪያዎች				
		ሁል ጊዜ	አብዛኛውን ጊዜ	እንዳንድ ጊዜ	አልፎ አልፎ	በጭራሽ
1	የእንግሊዝኛ ቋንቋ መምህራችን/ መምህርታችን ተማሪዎች በእንግሊዝኛ ቋንቋ በምንናገርበት ጊዜ ስለምንሰራቸው ስዕተቶች ያሉንን አላታዊ የሆኑ እምነቶችና አመለካከቶችን ይቀይራሉ።					
2	የእንግሊዝኛ ቋንቋ መምህራችን/ መምህርታችን ተማሪዎች በክፍል ውስጥ ለኬታማ የእንግሊዝኛ ቋንቋ እንድንናገር የተለያዩ ምቹ ሁኔታዎችን በመፍጠር በራስ መተማመናችንን ከፍ ያደርጋሉ።					
3	የእንግሊዝኛ ቋንቋ መምህራችን/ መምህርታችን ተማሪዎች በንግግር ክህሎት መለማመጃ ጊዜ የሚያስጨንቀን ምን እንደሆነ በመለየት ጭንቀታችንን ይቀንሳሉ።					

ሰንጠረዥ 3፤ በንግግር ክህሎት ትምህርት ጊዜ የመረዳዳት የመማሪያ
አካባቢን መፍጠር

ተ.ቁ	ቴክኒኮች	መጠነ-መለኪያዎች				
		ሁለ ጊዜ	አብዛኛውን ጊዜ	አንዳንድ ጊዜ	አልፎ አልፎ	በጭራሽ
1	የእንግሊዝኛ ቋንቋ መምህራችን/ መምህርታችን በንግግር ክህሎት ትምህርት ጊዜ የአቻ መተጋገዝን በክፍል ውስጥ ያበረታታሉ።					
2	የእንግሊዝኛ ቋንቋ መምህራችን/ መምህርታችን ብዙ ተማሪዎች የመናገር ዝንባሌያችን ከቅርብ ላይኞቻችን ጋር ስለሆነ በቡድን በሚመድቡ ጊዜ ይህንን ኮግሞት ውስጥ በማስገባት ነው።					
3	የእንግሊዝኛ ቋንቋ መምህራችን/ መምህርታችን በንግግር ክህሎት ትምህርት ጊዜ የክፍሉን አካባቢ ከዛቻ ነፃ ቦታ ያደርጋሉ።					
4	የእንግሊዝኛ ቋንቋ መምህራችን/ መምህርታችን ተማሪዎች የእንግሊዝኛ ቋንቋን ከክፍል ውጭ አንድንናገር ምቹ ሁኔታዎችን ያስተጥውቁናል።					

መመሪያ 3፤ የሚከተለው ሰንጠረዥ ንግግርን ማበረታቻ ማለማመጃዎችን ያሳያል። የእንግሊዝኛ ቋንቋ መምህራን/ሽ ምን ያህል እንደሚጠቀሙባቸው ከመጠነ-መለኪያዎቹ ስር መርጠህ/ሽ የራይት (✓) ምልክት አድርግ/ሊ።

ሠንጠረዥ 4፤ እንድንናገር የሚያበረታቱ ማለማመጃዎች

ተ.ቁ	ማለማመጃዎች (Activities)	መጠነ-መለኪያዎች				
		ሁል ጊዜ	አብዛኛው ጊዜ	እንዳንድ ጊዜ	አልፎ አልፎ	በጭራሽ
1	የእንግሊዝኛ ቋንቋ መምህራን/ መምህርታችን እንድንወያይ ያደርጋሉ (Discussion)።					
2	የእንግሊዝኛ ቋንቋ መምህራን/ መምህርታችን በማህበረሰቡ ውስጥ የሚደረጉትን ክፍል ውስጥ አስመስለን ቁሳቁስ ላንጠቀም በንግግር እንድናቀርብ ያደርጋሉ (Role-Play)።					
3	የእንግሊዝኛ ቋንቋ መምህራን/ መምህርታችን በማህበረሰቡ ውስጥ የሚደረጉትን ክፍል ውስጥ አስመስለን ለማቅረብ የሚያስፈልጉ ቁሳቁሶችን በማምጣት በንግግር እንድናቀርብ ያደርጋሉ (Simulation)።					
4	የእንግሊዝኛ ቋንቋ መምህራን/ መምህርታችን መረጃን ለማግኘት ሁለት ሁለት በማድረግ እንዲሲጠይቅ እንዲሁ በመመለስ እንድናቀርብ ያደርጋሉ (Information Gap)።					
5	የእንግሊዝኛ ቋንቋ መምህራን/ መምህርታችን በተወሰነ ጊዜ ሀሳብ እንድናፈልቅ ያደርጋሉ (Brainstorming)።					
6	የእንግሊዝኛ ቋንቋ መምህራን/ መምህርታችን ተረት					

	በእንግሊዝኛ እንደገናገር ያደርጋሉ (Storytelling)::					
7	የእንግሊዝኛ ቋንቋ መምህራችን/ መምህርታችን ተማሪዎችን ጥያቄ እንድናዘጋጅ በማድረግ ቃለ መጠይቅ እንደገናገላቸው ያደርጋሉ (Interview)::					
8	የእንግሊዝኛ ቋንቋ መምህራችን/ መምህርታችን ተረት መናገር በመጀመር ተማሪዎች ከላቸው በመቀጠል ተራ በተራ ከ4-10 ዓ. ነገሮችን በመጨመር እንደገናገር ያደርጋሉ (Story Completion)::					
9	የእንግሊዝኛ ቋንቋ መምህራችን/ መምህርታችን ረፖርት እንድናቀርብ ያደርጋሉ (Reporting)::					
10	የእንግሊዝኛ ቋንቋ መምህራችን/ መምህርታችን በርካታ ተክታታይነት ያላቸውን ሰዕሎች በማምጣት ሰዕሎችን እስመልከቶ እንደገናገርበት ያደርጋሉ (Picture Narrating)::					
11	የእንግሊዝኛ ቋንቋ መምህራችን/ መምህርታችን ለእያንዳንዱ ቡድን የተለያዩ አንዳንድ ሰዕል በመስጠት እንደገናገርበትና ከዚያን ለክፍሉ ተማሪዎች እንድናቀርብ ያደርጋሉ (Picture Describing)::					
12	የእንግሊዝኛ ቋንቋ መምህራችን/ መምህርታችን ተማሪዎችን ሁለት ሁለት በማድረግና የተለያዩ ሰዕሎችን በመስጠት በሰዕሎች መካከል ያሉትን ተመሳሳይነትና ልዩነት እንደገናገርበትና እንድናቀርብ ያደርጋሉ (Find the Difference)::					

መመሪያ 4፤ ክፍት-መጠይቅ

ለሚከተሉት ጥያቄዎች በተዘጋጁት ቦታዎች ላይ መልሳችሁን ያፉ።

1. የአንግሊዝኛ ቋንቋ መምህራችሁ/ መምህርታችሁ ከዚህ በላይ ካያችኋቸው ውጭ ሌሎች ምን እይነት ምቹ የንግግር ክህሎት ማበልፀጊያ የማስተማሪያ መንገዶችን (ቴክኒኮችና ማለማመጃዎችን) ይጠቀማሉ?

2. ስለአንግሊዝኛ ቋንቋ ንግግር ክህሎት ማበልፀጊያ መንገዶች ለአንግሊዝኛ ቋንቋ መምህራችሁ/ መምህርታችሁ አስተያየት/ አስተያየቶች ካላህ/ሽ ዘርዘረው/ ዘርዘሪያቸው።

Appendix: D

Interview for Teachers

In this session, English language teachers of Grade ten and twelve at Fofa Secondary and Preparatory School were the intended interviewees. The interview was mainly on the following issues.

1. How often do your students speak during speaking lesson? What initiate them to speak? How frequently do you use them?
2. Do your students like speaking during speaking activities? What do your students like about speaking tasks? How frequently do you use them?
3. How do you reduce the level of speaking task difficulty? Do you always apply them?
4. How do you promote positive attitudes among students in oral class? How often?
5. What can you say about building a supportive learning environment in speaking task? How frequently do you implement them?
6. What activities do you use to promote speaking skills of your students? How many times do you employ them?