

JIMMA UNIVERSITY

**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**‘AN INVESTIGATION OF APPROACHES AND STRATEGIES THAT
ENHANCE THE SPEAKING SKILLS’:
ALGE SECONDARY SCHOOL, GRADE NINE IN FOCUS.**

**BY: -
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**FEBRUARY 2021
JIMMA, ETHIOPIA**

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**A THESIS RESEARCH PRESENTED TO THE DEPARTMENT OF ENGLISH
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JIMMA, ETHIOPIA

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and all sources of materials used for the thesis have been fully acknowledged.

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This is to certify that the thesis entitled” *AN INVESTIGATION OF APPROACHES AND STRATAGIES THAT ENHANCE THE SPEAKING SKILLS:*

ALGE SECONDERY SCHOOL GRADE NINE IN FOCUS has been carried out by Obsa Dagne

Id. No S30758/03, under my supervision. Therefore, I recommend that the student’s thesis can be presented for review and open oral presentation.

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Operational Definitions of Key Terms

The following words are frequently used in this thesis.

The words seem similar though they have their own meaning. To make their meaning clear the researcher preferred to define them as follows:

Technique- is an implementational activity which teachers use within a given method. It is a particular track, stratagem or contrivance used to accomplish an immediate objective

(Anthony 1963: 63-7).

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

1963: 63-7).

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

(Anthony 1963: 63-7).

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

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

Practice- the stage when a teacher allows learners to work under the direction of him/her

(Nunan 1991:2).

Production- the stage teachers give the learners opportunities to work on their own (Nunan

1991:2).

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

Abstract

The main objective of this study is to investigate teaching approach and strategies of speaking skill in government school Alge Sachi District, Alge secondary high school grade nine.

The researcher focused mainly on the teachers' role, students' role, the teaching approach and strategies used by the teachers, the activities used to teach speaking skills and the way students participate in the classroom. To gather information on the above main objectives various instruments were used. These are: students' questionnaire classroom observation, students' and teachers' interview. The data were collected from 367 (30%) and 4 (100%) students and teachers of English Language, and observation of 8 classrooms categorized and descriptively analyzed. The findings depicted that inappropriate teaching approaches and strategies of speaking skill were used in the mentioned grade level. Teachers were observed using the traditional way of teaching speaking which is dominated by reading model dialogues aloud. There has been little or no time given for the modern speaking skills teaching approaches and strategies such as group and pair discussions, oral report, drama, panel discussions and interviews.

The consequences of inappropriate teaching strategies of speaking skill used have resulted in the weak performance of the students in learning of speaking. To that end, this research paper provides recommendations that could bring about a change in the strategies and teaching approaches of teaching and learning speaking in the grade level studied so that current strategies and approaches of teaching speaking could be employed.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Language skills are taught to students in order to help the users of the target language. These language skills can be sorted as major-language skills (i.e., Listening, Speaking, Reading and Writing) and micro-Language skills (Vocabulary, Grammar, Mechanics, Spelling and Pronunciation). Harmer (2001) sorts the major language skills as “receptive language skills” (Listening and Reading) and “productive language skills” (speaking and writing). In recent textbooks, these skills have been delivered using integrative approaches (Teacher’s Guide, 1997). Out of all skills, speaking plays significant role in the teaching learning process of any foreign language (Nunan, 1998).

The teaching approach of speaking skill has become increasingly important in EFL setting because of the strengthening rank “position” of the English as a language for international communication. A great number of EFL learners study English just for the sake of using it for their interpersonal communication. Therefore, helping learners to become fluent and accurate despite of the problems they face seems to be a challenge for EFL teachers. As a matter of fact, I think it would be interesting to study the difficulties of EFL learners in the speaking skill and, eventually to suggest a number of teaching approach and strategies to enhance this skill.

In the first, theoretical framework, part of the current thesis, the skill of speaking was examined in theoretical terms. This part comprised two chapters, the first chapter is a general introduction which includes the statement of the problem, the research questions, the aims and organization of the study, would hopefully provide readers with an overview of the whole paper. The second chapter shows the researcher’s review of the literature related to the paper’s issues. It is expected to provide readers with background knowledge for better understanding of the rest of the paper; this chapter is divided into three basic sections. The first section is a general overview of speaking skill, which seeks to evaluate its current status within the framework of English Language Teaching, to explore its aspects, to consider the concept of communicative competence as seen by different writers, without neglecting the factors that affects learners speaking abilities. The first is the stages of speaking lesson and then communicative activities as approaches to prompt speaking skill, where a set of interaction activities were considered and presented due to their help in stimulation of the real language use.

The second part of this study, the field work, deals with the practical issues. This part is divided into two sections. In the first section, all the detailed information about the research method, the research sample and the procedure used for conducting the research is briefly summarized.

Although much emphasis has been given by different studies to the importance of using different speaking teaching approaches and strategies in teaching of EFL globally and locally, there are still gaps of knowledge and shortage of studies on the status of speaking teaching approaches and strategies in the curriculum and in the process of teaching and learning EFL in Ethiopian context in general and in Alge Sachi grade nine in particular.

1.2. The Statement of the Problem

Teaching speaking is a very important part of language teaching, since it enhances communicative efficiency. Just like the other skills it has its own goals. To achieve these goals, teachers need to use appropriate techniques in classrooms. Nunan (1991:1) emphasizes that it is important to have a clear understanding and a firm grasp of the wide range of techniques, teaching approaches and strategies through which the oral ability can be developed. He recommends that these techniques, teaching approaches and strategies are a way of accommodating language learning to the unfavorable environment of the classroom.

Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar or vocabulary, and to observe the social and cultural rules that apply in each communication situations. However, the researcher of this study has recognized students who have faced difficulty even after completing high school in using speaking skills for real communication. They are, rather, forced to use their first language instead. From his personal experience, the researcher feels that the problem is also common among some university and college students.

He believes that ineffective learning might result from ineffective teaching. Therefore, he thinks that the role of teachers in developing speaking skills is very important. Even though research has been conducted into the teaching of speaking skills internationally, very little has been done in Ethiopia. For example, Fasil (1992) and Tsegaye (1995) have conducted research on speaking strategies employed by secondary schools and college students respectively. Taye (2008), Tesfaye (2007) and Jenenew (2006) studied how oral skills are taught. Taye made a comparative study of televised and non-televised speaking skills teaching techniques. Jenenew made a survey on teachers' and students' role implementation in EFL speaking classrooms. But Tesfaye conducted research on communication strategies utilized by Omo TTI teachers in oral production of English. Abdisa Guye (2012) conducted on class room practice of teaching speaking skill.

Nevertheless, none of these studies has revealed what the approach and strategies that enhances speaking skill as a whole is like. So, the researcher believes that this area merits attention and should be researched. The study is hoped to bridge the existing research gap in our country in the area.

1.3. Objective (s) of the study

1.3.1. General Objectives of the Study

The main purpose of this research is to investigate the main problems which may inhibit the EFL learners speaking skill, and to explore the role of the EFL teachers in teaching speaking skill.

1.3.2. Specific Objectives of the Study

The specific objectives of this study are to:

- observe the teaching approach and strategies used by teachers to teach speaking skills.
- see what activities teachers use.
- identify the kind of materials (resources) teachers use to teach speaking skills.
- identify some problems in teaching and learning speaking skills, if there are any.

1.4. Research Questions

The research questions that this thesis aims to investigate are:

1. What teaching approaches and strategies of speaking skill do teachers use in EFL classroom?
2. Do students play their role to learn speaking?
3. What activities do teachers use (develop) to teach speaking skill?
4. What teaching material (resources) do they use to develop activities?
5. What roles of teachers are implemented in classroom?

Understanding the main problems which may hinder the EFL learners to speak in English and to use the English language is important. If the EFL teachers were aware of the problems that EFL learners face in speaking, then EFL teachers could use the appropriate teaching approaches and strategies that would improve the EFL learners' performance. If the EFL teachers could adapt certain specific teaching approaches and strategies to be used in teaching speaking, the EFL learners would not be frightened to speak in English, which may result with an amelioration of the teaching of speaking.

1.5. Significance of the Study

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

- It can raise teachers' awareness of using appropriate techniques and strategies to teach speaking skills;

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

1.6. Delimitation of the Study

The researcher believes that the study would have come up with more generalized results had it included many classes or schools throughout the country.

However, due to factors such as distance, time and financial constraints, the study was conducted in Alge Secondary School at grade nine level.

The school was chosen due to its geographical proximity to the researcher.

The other reason is that it is one of the governmental schools where the researcher assumes the problem prevails.

1.7. Limitations of the Study

The limitation of this study is non-generalizability of the finding due to the small number of population and sample size, fear of COVID 19. The other is the fact that little or no research has been done in this area has created a problem; the researcher couldn't find enough research materials on the area.

1.8. Acronyms and Definitions of Key Terms

L2- Second Language

ELS- English as a Second Language

EFL- English as a Foreign Language

JU- Jimma University

TEFL – Teaching English as a Foreign Language

SLA- Second Language Acquisition

CL- Cooperative Learning

CLT- Communicative Language Teaching

Teaching approach and Strategies – refers to techniques that are used by the teacher to ensure that the course has been well understood (Strasser, 1964).

Enhance: - to improve or add to the strength, worth, beauty, or other desirable quality of something.

CHAPTER TWO

LITERATURE REVIEW

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

2.1 Section One: General Overview of Speaking Skill

2.1.1 Definition of Speaking Skill

Speaking is a crucial part in foreign/second language teaching-learning. It has occupied a significant and delicate rank all the way through the history of language teaching, despite its importance teaching speaking has been undervalued and just in the last two decades that it wins its right to be an independent branch of teaching, learning and testing (M. Bygate, in R. Carter & Nunan, 2001, p. 14). Different notions have been given concerning the definition of speaking skill; according to the Oxford Dictionary of Current English (2009, p. 414) speaking is “the action of conveying information or expressing ones’ thoughts and feelings in spoken languages”.

However, Brown (1994), A. Bruns and H. Joyce (1997) as cited. Florez (1999, p. 1) considered speaking as “an interactive process of constructing, receiving and processing information,” whereas. Chaney (1998, p. 13) noted that speaking is “the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts.” In English language teaching and learning, speaking is considered as a skill that has to be “practiced” (. Finnocchiaro & Brumfit, 1983, p. 1440, cited in. Nurkhasanah, 2011, July) and “mastered” (. Grognet, 1997, p. 136, as cited in Shohib, 2011). It is regarded by the learners as the measure of knowing a language and the most important skill they can acquire; because “they assess their progress in the terms of their accomplishments in spoken communication” (Burkart, 1998).

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions

(K. Shumin, 1997, p.8), as stated by W. F. Mackey (1978, p. 263) “speaking is the most complex of linguistics skill, since it involves thinking of what is to be said while saying what has been thought.” However, Finnocchiaro and Brumfit (1983, p. 1440) as cited in Nurkhasanah (2011, July) consider its complexity in “the knowledge of sound, vocabulary and cultural sub-system of English language that it involves.” The distinction between knowledge and skill complexity in oral expression lesson is considered as crucial in the teaching of speaking because studying knowledge

of grammar, vocabulary, pronunciation, intonation etc., is not sufficient to be a good learner of speaking, but studying the skill to apply this knowledge to communicate successfully is fundamental (Bygate, 2003, p. 3). From those definitions, we can recognize three concepts of speaking; speaking as an action, as a process and as a skill, and this latter related to language teaching and learning will be referred to by the term ‘speaking’ in this study.

2.1.2. The Significance of Teaching Speaking Skill

The main reason of learning English language is to be able to speak it, and that is because the world is becoming smaller nowadays. More and more people are using English language as a common way to communicate with each other due to the development of the technologies (the internet) and so the global economy, which lead companies and large businesses to employ people who can speak more than their own native language.

English language is now officially considered as an international language, which the primary benefits of learning it is the resulting job, advance education and travel opportunities. Baker and Westrup (2003, p. 5) stated that “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.” However, the main goal of teaching speaking in a language context is to enhance (the improvement of) the learners’ communicative skills or competencies efficiency, by helping them to be fluent, accurate and more communicatively competent in order to achieve the “four purposes for learning” according to Bailey (2002, pp. 117-118):

“1. ACCES: To gain access to information and resources” so that they “can orient themselves in the world.”

“2. VOICE: To express ideas and opinions with the confidence they will be heard and taken into account.”

“3. ACTION: To solve problems and make decisions without having to rely on others to mediate the world for them.”

“4. BRIDGE TO THE FUTURE: Learning to learn” so that they “, can be prepared to keep up with the world as it changes (Merrifield, 2000)” (Bailey, 2002, pp. 117-118). Capitalization is originally found in the text.

2.1.3. The Aspects of Speaking Skill

The two factors which could determine the success of English language learners according to BBC British council are accuracy and fluency. They are the central, the major criteria to measure both linguistic ability and speaking/communicative competence respectively in the language use

(speaking skill). Focusing on these facts, a great attention has been paid to make a distinction between accuracy and fluency, in the same time to plan activities which help to evenly gain them.

2.1.3.1. Accuracy

In second and foreign language teaching, accuracy refers to the “ability to produce grammatically correct sentences” (Richards, Schmidt, Kendricks & Kim, 1992, p. 204). However, Harmer (2001, p. 104) pointed that accuracy involves the correct use of vocabulary, grammar and pronunciation, which are considered by Thornbury (2000, p. 3) as three criteria that most teachers have reliance on concerning the assessment of “learner’s command of the linguistic systems.” Therefore, to be accurate in oral production, to be understood and to gain interest of their interlocutors; learners should pay attention to correctness and completeness of the language form; they should be knowledgeable and master the use of:

- Vocabulary: which mean that learners should study words and know their meanings, their use, also they should be able to distinguish between words classes which are lexical one as nouns, verbs, adjectives, adverbs, or function one as determiners, particles, prepositions...etc. Mastering vocabulary helps learners to be able to select and use the appropriate words, utterances and expressions with the context when speaking.
- Grammatical structures: Rules of words order, tenses...etc. This means that learners should know how elements of a sentence are put and work together such as morphemes, phonemes, words, phrases, clauses...etc.
- Correct pronunciation: “production of sounds, stress patters, rhythmic structures and intonation of the language” (Florez, 1999, p. 2).

2.1.3.2 Fluency

According to P. Skehan quoted in Thornbery (2000, p. 3) fluency is the “capability to produce language in real time without undue pausing or hesitation.” In other words, speaking fluently is the faculty of using the language spontaneously and confidently while communicating one’s thought ideas or opinions in several contexts. It implies talking without making a lot of stops to think too much about what one’s is saying and without worrying too much about errors (accuracy) until it becomes unnatural speech. As pointed by Richards et al (1992, P.204) fluency is “the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.” Therefore, teachers should rehearse learners to speak in a coherent manner by paying more attention to the meaning and context then to the form in order to achieve oral fluency. This latter “describes a level of proficiency in communication”, which includes:

- a.* the ability to produce spoken language with ease
- b.* the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar
- c.* the ability to communicate ideas effectively
- d.* the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.” (Richards et al, 1992, p. 204).

2.1.4. Communicative Competence

The term ‘communicative competence’ was coined by the sociolinguist Dell. Hymes (1966) describing the art of communicating. According to Brown (1994, p.227) communicative competence is “the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts” (cited in Leaver & Willis, 2004, p. 5). In other words, learners need to understand the language, to know its rules (linguistic, sociolinguistic and conversational rules) and to master the use of those rules when communicating according to the social-cultural milieu.

Communicative competence in the USA language teaching system is regarded as the goal of language acquisition/learning; it is seen by The National Capital Language Resource Center (NCLRC, 2004) as “The ability to use the language correctly and appropriately to accomplish communication goals”, such as Self Presentation Goals, Relational goals and Instrumental Goals (Mandy & .Louw, 2007, p. 82). It’s not awaited from the learners to use the language exactly as the native speakers but the requested result of language learning is “the ability to communicate competently”(NCLRC, 2004), which mean that the speaker should know how to talk what, to whom, when, where and in what manner (Hymes, 1972, p. 277, as cited in Edwards & .Westgate, 1994, p.3). Many scholars as Bachman (1990, p. 87), Cannal (1980, pp. 1-47), Littlewood (1994, p. 6), . Savignon (1983, p. 9) were interested in the development of the notion of communicative competence, and according to them it comprises four areas:

- a) Linguistic/grammar competence: the knowledge of grammar rules, lexis, syntax, phonetics and vocabulary of the target language and the ability to use them.
Sociolinguistic/pragmatic competence: the knowledge of how to express messages in accordance with the relationship between the speaker, the listener, the topic, and the setting.
- b) Discourse competence: the ability to understand the context and to know how to link utterances of language to make coherent whole and meaningful texts.

c) Strategic competence: the ability to manage difficulties that may arise in communication. Tricia Hedge is also concerned with the development of the notion communicative competence and its components. She suggests that a communicative competent speaker/learner has to master five areas as illustrated in the table below created by her, in order to clarify what communicative competence involves, and what it comprises as implications for teaching and learning: If communicative language ability... what does this imply for language learners? Consists of the following...

Linguistic competence	<ul style="list-style-type: none"> - to achieve accuracy in the grammatical forms of the language - to pronounce the forms accurately - to use stress, rhythm, and intonation to express meaning - to learn the script and spelling rules - to achieve accuracy in syntax and word formation.
Pragmatic competence	<ul style="list-style-type: none"> - to learn the relationship between grammatical forms and functions - to use stress and intonation to express attitude and emotion - to learn a scale of formality - to understand and use pragmatic rules of language - to select language forms appropriate to topic, listener, etc.
Discourse competence	<ul style="list-style-type: none"> - to take longer turns, use discourse markers, and open and close conversations - to appreciate and be able to produce contextualized written texts in a variety of genres - to be able to use cohesive devices in reading and writing texts - to be able to cope with authentic texts.
Strategic competence	<ul style="list-style-type: none"> - to be able to take risks in using both spoken and written language - to use a range of communication strategies - to learn the language needed to engage in some of these strategies, e.g. 'what do you call a thing that/person who...'
Fluency	<ul style="list-style-type: none"> - to deal with the information gap of real discourse

- to process language and respond appropriately with a degree of ease
- to be able to respond with reasonable speed in 'real time'.

Table1. Significant implications of communicative language ability for teaching and learning (Adapted from Hedge (2000, p. 56))

However, Millrood (2001, pp. 13-14), and in spite of his accordance with what was previously said around the need of learners/ speakers to master the rules about proper ways to communicate with people (social convention), argues that “successful communication depends very much on the knowledge of successful strategies chosen by the speakers”, such strategies are achievement strategies and reduction strategies (Bygate, 2003, pp. 42-48) as it will be more elaborated in the next section.

2.1.5. Factors Affecting Learners Speaking Abilities

2.1.5.1. Age or Maturational Constraints

Many researchers agreed that learning a foreign/second language (speaking) in early childhood offered to learners the possibility to achieve higher proficiency than those who begin to learn it as adults in spite of the similarities of the stages they go through. Because the child is exposed to a natural environment (speaking in real time) and he is not yet aware of the social distance or its values. Moreover, the child's brain is characterized by a high degree of flexibility which he eventually loses through the phenomenon of fossilization (his brain become fossilized). And to justify this point of view, four main arguments were proposed in the Encyclopedia Dictionary of Applied Linguistics written by K. Johnson and. Jonson (1999, p. 13) as follow:

“(a). The language faculty is just as capable of learning L2s in

older learners as in child learners, but 'affective' factors like threatened self-esteem, low EGO PERMEABILITY and perceived social distance act as a barrier between L2 data and the language faculty (Krashen, 1982);

(b) Input to adult learners is less well-tuned than to children, so that older learners do not get the data they require to be fully successful;

(c) COGNITIVE DEVELOPMENT (development of advanced thinking processes) somehow inhibits language learning ability (Krashen, 1982);

(d) Changes in the nature of the brain with age cause a decline in language learning ability (see CRITICAL PERIOD HYPOTHESIS). For a review of these explanations, see Long (1990)” (Johnson & Jonson, 1999, p. 13). Capitalization is originally found in the text. Consequently, one can conclude that the age plays an important role in affecting or limiting adult learners' ability to speak the target language fluently and to be native-like.

2.1.5.2. Aural Medium.

The failure in comprehending what is uttered results in the failure in responding correctly because listening plays the role of feedback when it comes to the development of speaking abilities due to the fact that listening precedes speaking. According to Shumin (1997, p. 8) “the fleetingness of speech, together with the features of spoken English- loosely organized syntax, incomplete forms, false starts, and the use of fillers are the main factors that hinder the EFL learners’ understanding and influence negatively the development of their speaking competences.

2.1.5.3. Socio-Cultural Factors.

Very often, the breakdown in communication occurs because choosing the appropriate expressions or terms to particular situations when speaking in a foreign/second language is difficult for learners or non-native speakers; and it is frequently due to their own cultural norm’s interference. Another reason is that they do not master the nonverbal communication system of the target language leading to the misinterpretation of the nonverbal messages which; in fact, differ from culture to culture (Shumin, 1997, p. 8). Therefore, speaking a foreign language requires knowing the culture of the target language in addition to its linguistic and paralinguistic systems especially in particular social contexts.

2.1.5.4. Affective Factors

The most important influences on language learning success or failure is the affective side of the learner (Oxford 1990, p. 140), because ‘affective’ means ‘related to feelings’(Johnson & Jonson, 1999, p. 11). Such factors are “emotions, self-esteem, empathy, anxiety, attitude and motivation” (Shumin, 1997, p. 8).

The complexity of the task of learning foreign/second language has a remarkable impression on the human anxiety (Brown, 1994, as cited in Shumin, 1997, p. 8). Learners can suffer from inhibition or anxiety in relation to a number of aspects that they face during the teaching-learning process namely the language itself. Moreover, there are other factors like speaking in front of other learners or the language class, the behavior of their peers, their standing in the competition with

fellow learners, the process of taking test, and; finally, the native speakers' attitude of the Foreign language (Johnson & Jonson, 1999, p. 21).

The affective factors are all interrelated in a certain manner as demonstrated by Shumin (1997, p. 8): "Sometimes, extreme anxiety occurs when EFL learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement (loss of motivation) and a general sense of failure (emotion). Adults, unlike children, are concerned with how they (adult learners) are judged by others. They are very cautious about making errors in what they say, for making errors would be a public display of ignorance, which would be an obvious occasion of "losing face" (louse of self-esteem/confidence that lead to take a negative attitude toward speaking in this language)."Due to the interference of those affective factors, the development in the EFL learners' speaking kills will be inhibited, slow and restrained.

In conclusion, the central objective of learning English as a foreign/second language is communicating in which the speaking skill is a major element. Speaking requires a special attention and instruction in EFL teaching-learning process, and in order to provide effective instruction that leads to competent speakers of English, it is necessary for EFL teachers to perform a series of tasks that aim at providing learners with the confidence and the skills needed to take advantages of the classroom opportunities (Parrott, 1993, pp. 1-3). They should take special considerations and to carefully examine the real objectives behind teaching-learning speaking, the aspects of speaking and its components and the factors affecting EFL learners' speaking abilities as those previously stated. In other words, the careful analysis of these areas, simultaneously with sufficient language input and activities that promote the speaking skill, will provide guidance and gradually support learners to speak English fluently and appropriately.

2.2. Section Two

2.2.1. Teachers' roles

The enhancement of the effectiveness of teachers within the classroom in the point of view of Harmer (2001, pp. 57-62) depends on their fluency in changing their behavior (roles) according to the different stages of a lesson or to the different kinds of activities (nature of activities).

Harmer thinks that the roles of controller (teacher stands in front of the class and commands) and facilitator (teacher helps learners to reach and achieve their goals by themselves) are the major distinct roles. Meanwhile, he has identified several other roles, they are classified as follows:




2.2.1. Controller

When the teacher is in charge of the class, when s/he stands in front of it and stipulates to the learner's orders as what to do, when to speak...etc, here the teacher is acting as a controller. Harmer (2001, p. 58) pointed out that "controllers take the role, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom." Acting as a controller should be just in a few stages of the lesson such as introducing or announcing new language/rules, restating directions/orders, explaining things, giving feedback...etc) to provide learners with opportunities to learn and practice easily the communicative activities, otherwise learners will lose the desire to learn.

2.2.2 Organizer

Organizing learners to do divers activities is the most important and difficult role that to be performed by the teacher, the good organization leads to the success of those activities. When organizing an activity, the teacher has to well inform learners about the issue of the activity, the procedure they should take while doing this activity, to put the learners in pairs or groups, giving them clear instructions about their task, and preparing feedback. Meanwhile, it is well-advised for the teacher to examine the amount of the instructions before starting doing the activity.

Harmer (2001, p. 59) summarized the role of organizer as follow:

"engage  instruct {demonstrate  initiate  organize feedback", he also allocated each one with a different stage of an activity;

- The attractive stage (engage) It is an introductory stage to the activity, the organizer (teacher) needs to involve, engage, and get the interest and attention of the learners by discussing with them the familiar topic or by familiarizing them with the new one.
- The instruction stage (instruct and demonstrate)

In this stage, the organizer deals with the division of the learners (pairs or groups), he gives all the needed instructions; as what should be done...etc., and organizes a concise and precise demonstration for better understanding, finally he should check whether they grasp the instructions or not.

- The initiation stage (initiate):

During this stage, the teacher (organizer) delimits the time in which the activity should be resolved for the learners (the time to start the activity and its time-limit), learners begin doing the activity without any intervention of the teacher expect for reminding them of instructions or time.

- The feedback stage (organize feedback) this is the final stage. When the activity is finished, the teacher gives the organized feedback (some comments on the oral activity or on the ways the students have proceeded in).

2.2.3 Assessor

The role of the teacher as an assessor comes in play according to Harmer (2001, p. 59) when:

- Giving feedback to the learners (their performance).
- Correcting them.
- Grading them (telling if learners pass to the next level or not).

This role is the major and most critical one because of the different behavior (anger) and reactions (unhappiness) that may occur from learners, who feel that they were unfairly judged (criticized, poor grades) contrarily to their colleagues, and which can disturb the learning atmosphere. So, the teacher (assessor) should be sensitive (acknowledging the mistake without humiliating the learner), and should inform learners about his parameter of evaluation (assessment) also about the parameters of success in order to self-measure in accordance to that Harmer (2001, p. 60) says that:

“When we act as assessors (whether in the matter of ‘instant’ correction or more drawn-out grade giving) we must always be sensitive to the students’ possible reactions. A bad grade is a bad Grade; however, it is communicated. But it can be made far more acceptable if it is given with sensitivity and support.”

2.2.4 Prompter

Breaking the silence of the learners by encouraging them to participate when they are in lack of vocabulary or inspiring them with ideas when they are confused in playing roles (lack of creativity) during the activities are the main criteria to detect the teacher who transmigrates the prompter role.

To be a good prompter, the teacher should be sensitive, prudent, and encouraging as indicated by Harmer (2001, p. 60)

“When we prompt, we need to do it sensitively and encouragingly but, above all, with discretion. If we are too adamant, we risk taking initiative away from the student. If, in the other hand, we are too retiring, we may not supply the right amount of encouragement.”

2.2.5 Participant

The action of the teachers in the classroom (in/during an activity) traditionally was limited between offering feedback and correcting mistakes, standing back was their image. However, they

may often join or participate in the activity (role-play, discussion...etc.) but only under the condition that they (teachers as participants) do not attempt to dominate the session. If so, learners will have the opportunity to practice the language (English) with who is more experienced in using it and as a consequence the improvement of the atmosphere of learning (Harmer, 2001, p. 60)

2.2.6 Resource

The teachers act as available resources only in the case where the learners are in need of help (need of information about something during the activity as asking for a meaning or, how to pronounce or write a word...etc.). However, learners should not be dependent on their teachers. Thus, in lieu of giving all answers to learners' questions, teachers should offer to them guidance and encouragement to use further resource materials as indicated by Harmer (2001, p. 61) "when we are acting as a resource, we will want to be helpful and available, but at the same time we have to resist the urge to spoon-feed our students so that they become over-reliant on us

2.2.7 Tutor

The role of tutor according to Harmer (2001, p. 62) combines both prompter and resource roles. It is a role that can be performed by the teachers when the learners are engaged in an individual work or project work (pairs/small groups). Its difficulty arises from the facts that it hints an intimate relationship (more personal contact between the teacher and his learners in terms of guidance, care, support...etc.). However, this role can be extremely enhancing.

2.2.8 Observer or investigator

The teacher's role here is focused in observing what is going on around him in the classroom such as observing the effectiveness of activities, grouping, techniques, procedures, and evaluations, also observing learners' behavior with each other.

The teacher is acting as an investigator in order to improve and promote his own skills and work as the learners'. Harmer (2001, p. 62) says that "teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lessons so that they can, if necessary, make changes in the future." On the whole, the description of the different roles indicates that the teacher's choice to act in or transmute one of them depends on the objectives that should be achieved by the learners. Being aware of the manner how to carry out those roles and how they can be performed is required by the teachers; consequently, he will be able to change and switch roles with great ease (Harmer, 2001, p. 63).

2.3. Approaches and Strategies that Promote Speaking Skill

2.3.1. Communication strategies

It is agreed by many linguists and EFL/ESL teachers that to master speaking in the foreign/second language, learners need interacting between each other in the target language. However, they may find difficulties in taking parts in the conversations because it is novel for them to find themselves in a situation where they lack the appropriate words at their disposition at the right time when they wish or are supposed to communicate or convey something.

Therefore, the best way that can EFL teachers do to help EFL learners overcome these unexpected obstacles or problems in communication is promoting learners' strategic competence. It requires the development of specific communicative strategies by the learners that enable them to manipulate a conversation and negotiate interaction in an effective way. Strategic competence is "the ability to solve communication problems despite an adequate command of the linguistic and socio-cultural code" (Mariani, 1994, June), in other words and as earlier mentioned, it contributes in the development of the overall communicative competence (Mariani, 1994, June).

Several studies have been conducted in this area. The researchers (Bygate, 2003, pp. 4248; Faerch & Kasper, 1983, p. 223) describe two major types of communicative strategies: achievement strategies and reduction strategies, both of them comprise a number of subcategories which are indicated in the following:

2.3.1.1 Achievement Strategies

These strategies are used in order to compensate for language gap; EFL learners will try to use an alternative term or phrase as a substitute for the word or structure they lack, in order to convey their message without losing or changing it.

Achievement strategies comprise the following sub strategies:

➤ Guessing Strategies

It is also called the "conscious transfer" (Johnson & Johnson, 1999, p. 67) strategies, that is to say that the learner/speaker can use different manner of mother-tongue transfer such as "Language switch"; in this situation the learner may borrows or inserts words from his mother tongue without changing them hoping that the interlocutor will be familiar with them and; eventually, he will be able to understand them. He can also translate word by word from his mother-tongue language and this kind is known as "literally translation" (ibid, p. 68); lastly, he can create a new target language word. The learner can "foreignize" (Mariani, 1994, June) his mother tongue word as well, which means to pronounce it as if it belongs to the target language.

➤ Paraphrasing Strategies

These strategies involve looking for an alternative way to express the idea or word for which the learner lacks “resources” in the target language (Bygate, 2003, p. 44). These includes the circumlocution strategy; the learner/speaker will attempt to describes the characteristics of the object or to produce some sort of definition or explanation instead of using the appropriate target language item(s) in order to make his idea clearer for the interlocutor (Johnson & Johnson, 1999, p. 67). Or the lexical substitution strategy; here the learner/speaker use a synonym or aneighted antonym or a more general word “hypernym” as alternative to the correct item.

➤ Co-operative Strategies

Also named as “appeal for assistance” (Allwright& Bailey, 2004, p. 142; Johnson & Johnson, 1999, p. 68), which means that the learner/speaker may consults for translation of a word in his mother tongue from his interlocutors or dictionary, or may ask for providing a necessary grammatical structure, as defined by Allwright and Bailey (2004, p. 142) “spontaneously asking for the correct term or structure, or for help in solving a problem”

2.3.1.2 Reduction Strategies

In these strategies a specific part of the communicating message or the whole topic is abandoned by the learner/speaker in order to adjust the conveyed message (idea) according to his knowledge. Which mean that he will use the Avoidance Strategies (Faerch & Kasper, 2004, p. 52); the learner can exploit one of the two possible options. These includes topic avoidance by avoiding complications related with his lack of vocabulary, or message abandonment because of the difficult grammatical structures he suffers from (Johnson & Johnson, 1999, p-. 67), hence he may change the side of his conversation, abandon a part of the message or simply keep silent. In addition to the strategies outlined above, Bygate (2003, p. 48) offered some other strategies that allows learners to pursue the interaction and to gain “time to think” in order to pick out appropriate vocabulary and grammatical structures; such as

- Repeating a part of the utterance previously mentioned before providing one’s own.
- Exploit some of the expressions and structures the interlocutor has just used
- Encouraging the interlocutor to persist in his speaking by showing him interest.
- Or simply addressing questions to their interlocutors to reduce the pressure of conversation.

In the point of view of Hedge (2000, p. 266) teachers should show positive attitudes to use communicative strategies and support mainly the use of achievement strategies, despite of her query about the capacity of teaching them. Teachers should carefully select effective activities that

promote those strategies in the learners; teachers may observe and attempt to comprehend the way their learners try to deal with the communication troubles and the way of learning they follow.

2.3.2 Methods of teaching speaking skill

2.3.2.1 Stages of Speaking Lesson

In Millrood's (2001, p. 93) presentation of "Teaching to speak", it was proposed that a speaking lesson consists of "three-phase framework", in other words three main stages:

➤ Pre-speaking activity

So called "pre-communicative stage" (Terry, 2008, p. 6), in this stage the participants/learners are prepared for the main speaking activity by providing them with the necessary vocabulary and the language of the interaction, the communicative functions are supposed to be introduced by the teacher, the fixed expressions are highlighted and the target structure are pointed out. According to Brown (1994) as cited in Millrood (2001, p. 93) brainstorming activity is usually used before the main speaking activity in purpose to generate as much varied ideas as possible in small groups and within a specific period of time. However, those ideas are left till the end of activity time to be evaluated. In Millrood (2001, p. 93) one way to strengthening the participants' motivation is to demonstrate to them "the communicative problem and the ways to resolve it."

(Question and answer practice, different types of drill, language games, dialogue practice)

➤ While-speaking activity so named "the practice stage" (Terry, 2008, p. 7). In this stage the communicative problem is resolved by the participants/learners and its resolution is produced as result of the communicative activities such as role-play, problem solving, communicative game...etc. (Millrood, 2001, p. 93). Also prompting and correction of learners are expected from the teacher if necessary (Terry, 2008, p. 7).

➤ Post-speaking activity

Also called "the communicative interaction or production stage" (Terry, 2008, p. 8). In this stage, according to Sheills (1988) as cited in Millrood (2001, p.93) the integrated communicative skills such as "reading-and-speaking task, listening-and-speaking task, speaking-and-writing task" are developed, and it is considered as a significant part. The teacher gives the learners occasions to contemplate the language and the produced ideas by encouraging the language negotiation among them, also provide them the opportunities to think of the various manners to make communication more effective (Millrood, 2001, p. 93).

2.3.2.2. Communicative Activities as Methods to Promote Speaking Skill

The emphasis of the idea of enhancing learners' ability/skill to communicate in a foreign language has been growing in teaching foreign/second language in recent years as it has been

highlighted previously. Consequently, a great variety of activities known as the communicative activities has been designed by many linguists and well-known methodologists such as Littlewood and Harmer...etc. The aim of the use of communicative activity in the class according to Scrivener (2005, p. 152) is “to get learners to use the language they are learning to interact in realistic and meaningful ways, usually involving exchanges of information or opinion.” The activity consists of encouraging and enabling communication without worrying a lot about the linguistic production of the learners’ (accuracy). Thereby, the teacher has to adapt his different roles according to this aim, by reducing his participation, being a guide more than controller, monitoring discretely, helping when necessary and saving correction for later, as to be simulator, manager and consultant. The teacher has to select the most appropriate tasks that tend best with his learners’ needs and that is among a great range of communicative activities as presented below:

➤ Discussions

In these activities, learners are encouraged to speak freely about a variety of topics. They are supposed to give their preferences, opinions, interests, and experiences in order to arrive at a conclusion, sharing ideas about an event, or find solution in their discussion groups.

According to Millrood (2001, p. 89) discussion is a “simulation of reality for study purposes with problems-raising tasks, co-operating or challenging viewpoints of participants, polarization of opinions, decision making and problem resolution.” The teacher should fix the purpose of the discussion activity before starting the discussion, and in order to fulfill it (the purpose) he has to limit his role to a co-communicator, possibly a prompter or guide, so that to enable learners the possibility of managing and sustaining, by themselves, the stream of conversation (Brown, 2000, p. 276). The discussions can fail, the low motivation and low confidence of the learners who feel extremely exposed in a discussion setting, can lead them to be “reluctant to give an opinion in front of the whole class” (Harmer, 2001, p. 272) and which result in the breakdown of the flow of conversation. Nevertheless, such difficulties can be avoided, and one of the possible solutions is “the buzz groups” as named by Harmer, which mean that the teacher has to divide learners in small groups, organize quick discussion between the members of each group to allow them to think and reformulate their ideas, before they are asked to report to the whole class.

This requirement leads to a less stressful atmosphere subsequently to a full participation on the part of learners. An example of discussion task is to involve learners in groups (5 or 6 learner in each group rearranged in every discussion activity) to an agree/disagree discussions concerning a controversial issue such as “people learn best when they read vs. people learn best when they travel” or also relate to an article, pictures or photographs. Then each group works on their topic

for a given time period, and presents their opinions to the class. They should be encouraged to ask questions, check for clarification, express support...etc. The speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity stimulates learners for speaking, negotiating meaning between them and fosters their critical thinking and quick decision making, they learn how to propose, to suggest, and to compare their ideas also to justify themselves.

➤ Role Play

This activity encourages thinking and creativity and it can be performed in pair or groups. Learners are expected to play different social roles with the pretention that they are in diverse social context too using the suitable language (English) for this context which mean that they work (act) in an imaginary setting as if they are out the classroom (real life).

Harmer says that “students ‘simulate’ (such as a business meeting, an encounter in an aero-plane cabin, or an interview) a real-life encounter as if they were doing so in the real world, either as themselves or taking on the role of a character different from themselves” (Harmer, 2001, p. 274). The role of the teacher in this activity is only to control the learners work by giving them information and direction such as “who they are and what they think or feel” (ibid, p. 275), also equipping them with the needed materials. Teachers should keep the situation simple to help learners feel easy to adopt the role and to pretend to be someone else otherwise the role-play can fail. So, teachers should be careful when applying this method and take motivation and willingness of learners to play the role in his consideration.

➤ . Simulations

There is a great similarity between simulations activities and role-plays, the only difference is that simulations activities are more elaborated. In such activities, and in order to create a realistic environment, learners may bring materials and items with them to the classroom such as microphone if the learners will act as a singer or stethoscope if the role is doctor... etc.

According to Harmer (2001, p. 275) the advantages of Simulations and role-plays activities can arise from the fact that they are entertaining and fun, which may increase motivation and consolidate the self-confidence of confused learners. In other side the absence of the audience may help learners to act spontaneously without inhibition.

➤ Information Gap

In this activity, there is always an information missing (gap) that should be discovered. It is usually performed in pair-work which presents an ideal condition to reach the desired goal. One learner has the information that his partner does not possess and vice versa, and they are expected

to discover the information and to share it, in that way the communication can be stimulated. Solving a problem and collecting information are the main aims of the information-gap tasks. These later can be designed according to their difficulty without neglecting the needs of learner which increase gradually. It commonly comprises two supplementary worksheets ('a' and 'b') that include a picture of the missing information or a written form of it. This activity encourages mainly the negotiation of meaning such as appeal for more clarification, ask to reformulate utterances and check for comprehension. However, it has a deficient side that can hinder its effectiveness which is the lack of the real-life situation performance within it.

➤ Brainstorming

In this activity teachers give learners a specific topic and a limited time on what they are expected to produce their ideas freely and quickly.

They may work individually or in group according to the context, and they are not criticized neither judged for their thoughts and ideas which may reduce their anxiety and help them to share their thinking without hesitation.

➤ Storytelling

In this activity, learners are supposed to create or to summarize a story they heard or read before, and to tell it to their classmates. They may tell jokes or riddles as well at the beginning of the session as an opening to attract the attention of the class. This method helps them be used to listen and speak. It reinforces their creative thinking and speaking ability.

➤ Interviews

The purpose of this activity is to help learners to become socialized by giving them the opportunity to exercise and to apply their speaking skill in the classroom and outside it as well. The teacher should supply learners with topics and a model of interview (types of questions and the way to follow in designing their own) so that they can construct their own interview according to it. The interviews can be conducted with various people and after completion, each study (interview analysis) can be presented to the class (English Highway Language Center).

➤ Story completion

In this activity, the teacher should organize the site of learners in form of circle. He should start to narrate a story then stops telling it after few sentences to allow the learners the opportunity to narrate at their turn and successively starting from the point where the previous one stopped. The story telling activity is extremely funny, because learners can create new events, add new characters...etc. at any time which attract their interest, motivate them and simulate their creativity thus their speaking.

➤ Reporting

In this activity, teacher asks the learners to prepare a talk before coming to the classroom, learners are supposed to choose any topic they are interested in. It can be an experience that they pass by in their lives or something that they read from a newspaper...etc. and seem to deserve to be reported in front of the class. This activity according to Harmer (2001, p. 274) “present a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listeners. Just as in process writing [...] the development of talk, from original ideas to finished work, will be of vital importance”.

➤ Pictures Narrating

In this activity, the teacher asks the learners to narrate a story based on the presented pictures which are in reality different but successive. The teacher should provide the learners with criteria as rules (vocabulary, grammar structures) to be used when telling the story.

➤ Picture Describing

This activity promotes the imagination of the learners. It is practiced in groups, each group of learners is granted with a different picture than the other groups, each picture is supposed to be described and discussed within the same group, then before the whole class by the leaders of the groups.

➤ communicative Games

According to Harmer (2001, p. 272) these activities rely on an information gap and on the pair-group work; such activities are “describe and draw” where a given picture has to be described from one learner whereas his partner tries to draw it. Also, “describe and arrange “in which things or specific form (structure) are described by a learner, they should be put in the right order by his partner without seeing the authentic one. In addition, “find similarities and differences”, these activities incite the talk (verbal interaction/communication) between learners and make the classroom more enjoyable because they increase students’ motivation in learning English.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design

In this research, descriptive research design involved both qualitative and quantitative techniques were employed to explore how often teachers used teaching approach and strategies of speaking skill in EFL class room. The design of the research, source of data, sample of the population and sampling techniques, instruments and procedures of data collection, and method of data analysis were stated hereunder.

3.2. Sources of Data and Population of the Study

The sources of data were English language teachers and students at Alge Secondary School. According to the information from the school, in the 2013/2021 academic year, there were 4 English language teachers, and 288 students were taken as the population of the study. The populations of the study were therefore, 4 English teachers and 288 students, totally 292 populations.

3.2.1. Sample Size and Sampling Techniques

The target populations of the study were grade nine English teachers and students at Alge Secondary School in Alge Sachi District– Ilubabor Zone. In line with this, 4 English teachers and 8 sections, which have 36 each and totally 288 students from grade 9 taken as a population for the study. So, the total population size is 292. But the researcher would take 30% of the students’i.e.70.

The respondents were randomly selected from the total population of grade 9 students using the lottery method for questionnaire. Because it gives each element in the population an equal probability of getting into the sample; and all choices were independent of one another. And it gives each possible sample combination an equal probability.

3.2.2. Study Population

The researcher decided to choose grade nine English teachers and students for two reasons. The first reason is that the researcher believed that all respondents at this grade level have a unique experience with regard to the English language at Alge Secondary School, because grade nine students start to use English to learn other school subjects.

The second reason was that the researcher didn’t come across a study conducted on teaching approaches and strategies of speaking skill at the selected school; therefore, the researcher felt that the study would fill a gap.

3.3. Research Instruments and Procedures of Data Collections

3.3.1. Questionnaire

The researcher contacted the school director on 14 March, 2013. Through the director of the school, the researcher met with the English department head and discussed how to conduct the research.

The head for English made the researcher to contact all English teachers who have similar educational status and experience.

The next day, 16 March, 2013, discussion was held with the selected teachers and students of one section from grade 9 (36) for whom one of the selected teachers teaches, were made to fill 60 pilot questions. Then the students were asked to give comment on the questionnaire. Based on the obtained comments some of the questions were revised and amended. Certain words that were difficult were simplified. In addition, some long sentences were made shorter. The number of questions was also limited to only fifty. In addition, some technical words and expressions were translated into Afan Oromo and attached with the English versions (see the Appendix). But the respondents were advised to fill only the English part. The revised and amended questions were administered to other two sections of grade 9 students, where similar teachers teach, on 1 April 2013. From the total of 70 questionnaires administered to students of all sections, 70 were returned of which 4 were incomplete. So, the researcher discarded the incomplete ones and considered only 66 students in the analysis.

3.3.2. Classroom Observation

Observation is one method of data collection and it is a systematic, purposeful, and selective way of watching and listening to an interactive phenomenon as it occurs (Kumar, 2005). So, observation as a research method has a number of clear advantages for the researcher. In other words, observation enables the researcher to note down what the researcher sees as it occurs, and the observational data are often more accurate (Best and Kahan, 1989).

The researcher would employ overt type of observation. Overt observation is where those being observed are aware that the observation is taking place. This would be employed when the teacher teaches speaking skill according to his/ her plan.

The focus of observation was to see how often teachers use teaching approach and strategies and to observe the actual setting of teachers teaching speaking skill in EFL class. Therefore, to make sure that the data obtained from the questionnaires were the reflection of what grade 9 English teachers of the selected school are actually use teaching approach and strategies and to obtain first-hand information concerning the teaching approach and strategies of speaking skill the researcher would

prepare a classroom observation checklist in order to collect additional data and to verify the results obtained through semi-structured interview, close/open-ended questionnaire.

The observation checklist of two-point scale (yes, no) would be prepared to identify the presence or absence of some selected behaviors taken from the classroom instruction.

The checklist has three parts focusing on: behaviors to be observed in the class, the teaching approach and strategies of speaking skill in EFL class and finally students' role during speaking skill instruction. Then, checklist results of the observers were analyzed through percentage.

3.3.3. Interview

The purpose of using the interview was to verify whether or not some of the information obtained from the questionnaire was accurate, and to elicit more reliable information from the interviewees as they describe their own, using teaching approach and strategies of speaking skill. It was believed that, therefore, better evidence could be obtained if teachers were invited to tell the researcher in a face to face communication about what they did in teaching speaking skill.

The researcher would employ semi-structured interview which was used to collect qualitative data by setting up a situation (the interview) that allows a respondent the time and scope to talk about their opinions on a particular subject. Accordingly, semi-structured interview having similar contents with the questionnaire to crosscheck the responses drawn through the questionnaire was set and conducted with four EFL teachers to obtain additional supplementary data on teachers' knowledge on the theoretical usage of teaching approach of speaking skill and strategies and factors that hinder the actual usage of teaching approach of speaking skill and strategies in EFL classes.

In light of this, items of interview questions were prepared for English teachers. The interview was taken averagely 15 minutes and it was conducted in the selected school compound for two days. The procedure of interviewing was held through note taking while the interviewee was explaining his/her ideas.

This data collecting instrument was preferred to get adequate information, free discussion, and response and flexibility that cannot be obtained through other data collection instruments.

According to Nunan (1992), the interview was suitable for the descriptive study for two reasons. First, interview could be employed for securing relevant data. Second, the respondents with whom the interview was conducted were few in which case interview was appropriate. Thus, the semi-structured interview, which was prepared based on the objectives of the study and the review of related literature, was set to collect relevant data.

1. Therefore, the researcher believed that this would help to get more significant information to support the data obtained through questionnaire and classroom observation.

3.4. Data Organization and Analysis

The data obtained through the questionnaire were organized under similar category and analyzed quantitatively by using tabular method and frequency. The total number of students that answered the given question under the corresponding column was calculated out of 66 and changed into percentages by multiplying it with 100. But the data gained through interviews, classroom observations were analyzed qualitatively. They were transcribed and summarized.

3.5. Ethical Considerations

In accordance with the Alge Sachi Secondary school Council's prescription, some special considerations are made in the process of data collecting. There are four aspects of an ethical outline taken into consideration: the demand for information, consent, confidentiality and right of use (Vetenskapsrådet, 1990). The research protocol should be approved by review boards of sponsoring organizations or funding agencies and attested with permission letter.

It is unethical to collect data from participant or put them under experimental treatment without their knowledge and consent. That is why it becomes necessary to obtain participants' informed consent before collecting data from them. Ethical standards should also be met in using scholarly work, data collection, data analysis and reporting findings. It is unethical to use others' works without acknowledging them properly, collect data from the wrong sources, distort data during analysis and tilt the findings towards the researcher's interests. Researchers are thus required to articulately explain how they will address or addressed in their studies.

A brief introduction to the research thesis would be presented to research advisor. Here, the focus was intended to give the students a clear picture of what is being researched without giving away too much information. The classes were informed that their participation is voluntary and they might stop participating at any time. They would be informed that all the personal particulars were treated with confidence and that the survey was anonymous. Still, they were asked to write their names to enable my choice of interviewees. All the names that were later used in presenting the results are fictitious. Students were also informed that all information gained can be used just in research purposes (Vetenskapsrådet, 1990).

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Students' Questionnaire

4.1.1 Teachers' Role Implementation

In the following, respondents were asked to report about their teachers' role implementation.

Their responses are presented in the table below.

Table 1: Responses of students related to teachers' role implementation

No	Item		Very High (5)	High (4)	Average (3)	Low (2)	Very low (1)	Total
1	Arranging and organizing your group discussion.	Free		2	4	40	20	66
		%		3.03	6.06	60.6	30.03	100
2	Presenting the new language, you need to practice in speaking systematically and meaningfully.	Free			5	30	31	66
		%			7.57	45.45	46.96	100
3	Giving you chances to participate in speaking activities.	Free		1	8	38	19	66
		%		1.51	12.12	57.57	28.78	100
4	Encouraging you to say something in English.	Free		6	20	30	10	66
		%		9.09	30.30	45.45	15.15	100
5	Giving you appropriate amount of tasks/practices.	Free		3	5	32	16	66
		%		4.54	7.57	48.48	24.24	100
6	Monitoring your performance to see that it is satisfactory.	Free		3	10	38	15	66
		%		4.54	15.15	57.57	22.72	100
7	Guiding and supervising you during your group/pair discussion.	Free		3	6	38	19	66
		%		4.54	9.09	57.57	28.78	100
8	Providing you with activities for free expressions.	Free		1	2	40	23	66
		%		1.51	3.03	60.06	34.84	100
9	Teaching you speaking strategies.	Free		1	2	28	35	66
		%		1.51	3.03	42.42	53.03	100
10	Advising you to use your strategies to learn speaking.	Free		2	3	34	27	66
		%		3.03	4.54	51.51	40.90	100

As can be seen from the above table 1, out of the total of 66 students who gave responses to the role of teachers in arranging and organizing group discussion, only 2 (3.03%), and 4 (6.06) answered 'high' and 'average', respectively. But the majority of the respondents 40(60.6%) and 20(30.03%) replied that the role of their teachers is 'low' and 'very low' in the order given above. This indicates that almost three fourth of the respondents (90%) agreed that teachers conduct group discussions only occasionally. The classroom observation data also revealed that the teachers gave little attention to group work. All of the teachers said that they could not play active role here due to the fact that there was not conducive environment in the classrooms although because of COVID. They reported large class size and uncomfortable seats among factors that constrain to arrange and organize group discussions.

Concerning the function of the teachers in presenting the new language items students need to practice in speaking, only 5(7.57%) of the respondents answered that the teachers play 'average' role. However, the majority of the students 30 (45.45%) and 41(46.96%) reported that the action of the teachers, in this aspect, is limited to 'low' and 'very low' respectively. The classroom observations data also showed that the teachers introduced the language items students need for practice in a more traditional way mainly through explanation. Though, Nunan (1991:1) assigns the teacher in this stage as informant, who selects the new material to be learned and presents in such a way that the meaning of the new language is as clear and memorable as possible.

Regarding giving the learners chances to participate in speaking activities, only 1 (1.51%) and 8 (12.12%) of the respondents answered 'high' and 'average' respectively. But the majority of them 38 (57.57%) and 19 (28.78%) said that their teachers role is 'low' and 'very low' in the respective order. In addition to the data presented above under arranging and organizing group discussion, the other tools also showed that students rarely participate in different activities in the classroom. From the personal interviews data, students said that only very few students take part in speaking activities. The classroom observations also showed similar results. As far as encouraging students to speak in English is concerned, despite the fact that Kohonen et al. (2001:40) recommended, the data showed that only 6 (9.09%) of the respondents replied 'high' to the teachers' actions to the point under discussion. The other respondents 20 (30.30%), 30(45.45%) and 10(15.15%), replied 'average', 'low' and 'very low'. As the interview data reveals, the teachers admitted that they only advise students to speak English either in the class or out- side the classroom. However, no teacher replied that he/she approved while the students spoke or not. From the students interview data it could be

analyzed that the students were not encouraged properly to speak English. One of the respondents said; "...but he have to motivate us even to \talk with English anywhere. He did not do that."

Asked if the students were given with appropriate amount of practice or not, only 3 (4.54%) of the respondents answered that the teachers play high role in this regard. But the other respondents 5(5.57%), 32 (48.48%) and 16 (24.24%) replied that their teachers' duty as this points is concerned, is limited to 'average', 'low' and 'very low' respectively. The classroom observations and the data also showed that the role of teachers was highly limited to explaining the lesson. The students were hardly observed being involved in the practices contrary to Nunan (1991) suggestions. He comments that at this stage it is the students who do most of the talking through practice activities (Nunan 1991:1). The responses students gave for the role of the teachers in monitoring the performance of the learners is that only 3 (4.54%) replied 'high', the others 10 (15.15%), 38 (57.57%) and 15 (22.72%) answered 'average', 'low' and 'very low' respectively. Four of the teachers answered that as discussed above, due to large class size and classroom environment, it would be difficult to monitor students speaking performance in a continuous manner, even though Underhill (1987:27) suggests the application of it.

Regarding the role of teaching speaking strategies, only 3 students (1 and 2) replied 'high' and 'average' respectively. But almost all the students 28 (42.42%) and 35 (53.03%) answered 'low' and 'very low' in the given order. The teachers also said that they advise students to use English but they admitted that they rarely teach speaking strategies. Generally, responses of the majority of students and teachers, classroom observations indicate that the role of teachers in developing speaking skills was found to be low.

4.1.2. Teaching approaches and Strategies used by the Teachers

4.1.2.1. Techniques

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

Table 2: Responses of students to questions related to the kind of techniques/teaching approaches used by the teachers.

No	Item Techniques or Teaching approaches that used:		Always (5)	Usually (4)	Sometimes (3)	Rarely (2)	Never (1)	Total
1	Group discussion	Free			30	36		66
		%			45.45	54.54		100
2	Dialogues /conversation	Free	40	22	4			66
		%	60.60	33.3	6.06			100
3	Questions and Answers	Free	56	10				66
		%	84.8	15.15				100
4	Translation /interpretation	Free	28	32	6			66
		%	42.42	48.48	9.09			100
5	Instruction	Free	24	30	12			66
		%	36.36	45.45	18.18			100
6	Panel Discussion and debating	Free			10	56		66
		%			15.15	84.84		100
7	Oral report	Free			1	65		66
		%			1.51	98.48		100
8	Story telling	Free			20	46		66
		%			30.30	69.69		100
9	Interview	Free					66	66
		%					100	100
10	Role play and drama	Free			2	64		66
		%			3.03	96.96		100

Students, 30 (45.45%) responded that the teachers use discussion method sometimes. But more than half of the students (36 or 54.54%) answered that this technique was rarely used in their classrooms. The data from teachers and students' interview also depicted that teachers use questions and answers, dialogues and instructions for most of the time. The classroom observations also showed that teachers use group discussion methods very occasionally. From the total of eight successive classroom observations, the first teacher used them twice while the other one used them only once. Regarding dialogues /conversation, almost all the students 40 (60.60%) and 20 (33.3%) replied that it was the kind of a method teachers used 'always' and usually' in the order given above. Only 4(6.06%) of the respondents said that they used it sometimes. As mentioned above, the data from other tools (classroom observations, interviews) also indicated that reading dialogues is a dominant technique used in the classroom. For example, both teachers used it during all their classroom observation sessions (see the Appendix). From students' interview, all the students said that reading dialogues is the most applied technique of learning speaking skill. One student said, '...most of the time we read the dialogue one by one'.

As far as questions and answer technique is concerned, 85(89.47%) of the respondents answered that teachers always use the method. But the remaining 10 (10.53%) said that they 'usually' used it. All the other data gathering instruments also showed similar results. The teachers and students said that it was one of the frequently used techniques, together with dialogues and instruction methods. The classroom observations also indicated that both teachers used this technique during the entire sessions of the visit.

Concerning translation /interpretation, the data depicted that 41(43.16%) and 52 (54.74%) of the respondents, almost all the students, replied that the teachers used it 'always' and 'usually' in the order given above Only 2(2.11%) of the total students answered 'sometimes'. From the classroom observations, it could also be seen that teachers used 'Afan Oromo' to teach English speaking skills. Asked if instruction was used or not, 33(34.73%), 48 (50.52%) and 14 (14.73%) answered 'always', 'usually' and 'sometimes' respectively. The observations also showed that it was one of the techniques frequently used in the classroom (see the Appendix).

Regarding panel discussion and debating, only 16(16.84%) of the respondents replied 'sometimes', but the majority of the students 79 (83.15%) reported that the teachers 'rarely' used them.

From the class observations data, the teachers were rarely seen using the technique mentioned above. Concerning oral report and role play /drama/ technique, almost all the respondents (more than 90 students) answered that the teachers 'rarely' use it yet the rest 5 students (5.13%) stated that they 'sometimes' used them to teach speaking skills.

All the students reported that teachers never used interview method to teach speaking skills.

The other specified tools also showed that teachers never used interview method to develop students speaking abilities.

Generally, as revealed in the data, the majority of the students answered that teachers used dialogues, questions and answers, instruction and translation/ interpretation techniques for most of their speaking classes. This indicates that teachers did not consider the balanced activities approach recommended by Parrott (1993: 201) to develop the fluency of their learners.

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

Table 3: Responses of students to questions related to the strategies used by the teachers

No	Item The teacher said:		Strongly disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly agree (5)	Total
1	Helps me discover what ways of learning work best for me in developing speaking skills.	Free	50	8	4	4		66
		%	75.75	12.12	6.06	6.06		100
2	Experiments me with different ways of using language (games, different arrangement of words and etc.).	Free	61	4	1			66
		%	92.42	6.06	1.515			100
3	Helps me keep on talking through teaching me speaking strategies such as using gestures.	Free	52	10		4		66
		%	78.78	15.15		6.06		100
4	Helps me find quick ways of recalling what I have learned by using rhymes, particular contexts and personal experiences.	Free	56	6		4		66
		%	84.84	9.09		6.06		100
5	Helps me ask for error correction.	Free	64	2				66
		%	96.96	3.03				100
6	encourages me to speak English outside the classroom.	Free	60	5		1		66
		%	90.09	7.57		1.515		100
7	Helps me not to be so much concerned with accuracy.	Free	55	6	1	4		66
		%	83.33	9.09	1.515	6.06		100

As it indicated in the above table 3 item1, the majority of the students 50(75.75%) and 8 (12.12%) replied ‘strongly disagree’ and ‘disagree’ respectively. But the remaining 4(6.06%) and other 4 (6.06%) answered ‘undecided’ and ‘agree’ to the question. Both teachers answered that they did little in teaching speaking strategies, except advising them and giving tutorial classes for the students.

Regarding experimenting students with different ways of using language, almost all the students 61(92.42%) and 4 (6.06%) replied ‘strongly disagree’ and ‘disagree’ respectively. Only one student answered ‘undecided’.

Concerning helping students keep on talking through teaching them speaking strategies, almost all the students 52 (78.78%) and 10 (15.15%) replied ‘strongly disagree’ and ‘disagree’ respectively. But the rest 4 (6.06) answered ‘agree’ to the question. The classroom observation and recordings also showed that the students were rarely seen using different strategies while speaking in English. A part from video recording, a student started telling a story in English and gave up in the middle while she was trying to look for the right word to express the incident she was telling about. She could have used body motions like gestures or synonymous words, instead, to express the meaning. As far as helping students ask for error correction is concerned, almost all the respondents 64(96.96%) strongly disagreed with the statement; the rest 2 (3.03%) of the students also answered ‘disagree’ to the question. The classroom observations also showed that students were not observed asking for error correction to either their teachers or their classmates. The teachers were also not seen teaching their students to ask for error corrections (see the Appendix).

Concerning helping students not to be so much worried about accuracy, 55 (83.33%) strongly disagreed, 6 (9.09%) disagreed, and 1 student replied ‘undecided’. But the rest 4 (6.06%) agreed to the statement. Even if Rubin and Thompson (1982: 165) recommend the priority of fluency to accuracy for speaking skills development, from the classroom observations teachers were seen giving due attention to correcting language items-grammar and pronunciations. This also indicates that students did not take risk in speaking the language lest they made faulty pronunciation or grammar error.

4.1.3. Activities Developed by Teachers

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

Table 4: Responses given by the students on the kind of activities they perform to learn speaking skills

No	Questions:		Alwa ys (5)	Usually (4)	Sometimes (3)	Rarely (2)	Never (1)	Total
	How often do you do?							
1	Information gap activities such as sharing ideas with each other?	Free			6	42	18	66
		%			9.09	63.63	27.27	100
2	Problem solving activities (puzzles)?	Free			5	22	39	66
		%			7.57	33.3	59.9	100
3	Role play activities (taking the role of others and acting)?	Free			12	54		66
		%			18.18	81.81		100
4	group discussions	Free			8	58		66
		%			12.12	87.87		100
5	Project based activities (performing certain tasks to learn speaking)?	Free				4	62	66
		%				6.06	93.93	100
6	Prepared monologues (in which each of you asked to prepare to talk about a hobby or personal interest for two or three minutes)?	Free			7	44	5	66
		%			10.60	66.6	7.57	100
7	Drills (dialogues) in which one person asks a question and another gives an answer?	Free	26	36	4			66
		%	39.39	54.54	6.06			100
8	opinion gap activities, which involve identifying and articulating personal feeling or attitude?	Free				3	63	66
		%				4.54	95.45	100
9	Reasoning gap activities in which you give reasons?	Free			6	18	42	66
		%			9.09	27.27	63.63	100
10	Activities of picture stories?	Free				10	56	66
		%				15.15	84.84	100

As can be seen from the table above, the majority of the students stated that information gap activities were rarely done in the classroom. The classroom observation data also showed that teachers hardly used such kinds of activities.

Regarding problem solving, role play, project based, opinion and reasoning gap activities, the majority of the students replied that the teachers did not use for most of the time. The data from class observations and interviews also indicated that teachers rarely used them to develop students speaking skills.

Almost all the students answered that dialogues were the kind of activities most done in the classroom. Few students replied that activities of picture stories were also sometimes done to teach speaking skills.

Generally, the data showed that teachers were not using the activities which enable students to learn speaking skills actively. Generally, the data showed that teachers were not using the activities which enable students to learn speaking skills actively.

4.1.4. Students' Role Implementation

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

Table 5: Responses given by the students to questions on their role implementation

No	Item		Always (5)	Usually (4)	Sometimes (3)	Rarely (2)	Never (1)	Total
1	I speak English outside the classroom.	Free	6	8	12	40	0	66
		%	9.09	12.12	18.18	60.6	0	100
2	I ask my teacher for clarification when I don't understand what he/she says.	Free	6	7	11	38	4	66
		%	9.09	10.6	16.6	57.57	6.06	100
3	I participate in pair and group work.	Free	2	6	8	40	10	66
		%	3.03	9.09	12.12	60.6	15.15	100
4	I ask my teacher or classmates for correction of errors in my speaking.	Free	3	4	7	26	26	66
		%	4.5	6.06	10.6	39.39	39.39	100
5	I listen to the discussion and report back to the class.	Free	2	7	9	41	5	66
		%	3.03	10.6	13.63	62.12	7.57	100
6	I try to correct myself when I feel that I am not using the correct form while speaking.	Free	4	9	13	34	5	66
		%	6.06	13.63	19.69	51.51	7.5	100
7	I plan my way of developing speaking skills.	Free	2	3	6	35	32	66
		%	3.03	4.5	9.09	63.03	48.48	100
8	When I can't think of the word while speaking in English, I tend to use physical motions such as gesture to indicate the meaning	Free	2	5	14	45	0	66
		%	3.03	7.57	21.21	68.18	0	100
9	I talk and share ideas about language learning problems and effective speaking strategies with my teacher and classmates	Free		1	2	45	18	66
		%		1.51	3.03	68.18	27.27	100
10	I evaluate my weaknesses and strengths in speaking English	Free	2	5	8	19	32	66
		%	3.03	7.5	12.12	28.78	48.48	100

As it can be seen from table 5 item 1, the majority of the respondents 40 (60.6) answered that they rarely speak English outside the classroom. But 12(18.18%), 8(12.12%) and 6 (9.09%) answered 'sometimes', 'usually', and 'always' respectively. The students' interview showed that students did not use English outside their classrooms. One of the respondents said that he did not use English outside his classroom due to the fact that there was not exposure to use the language. He said: I do not speak English outside school. We speak in Afan Oromo with friends in our village. And ...my parents are not speaking English, so....., so...no. But Nunan (1991) suggests that teachers need to provide activities to students which enable them to use the language outside the classroom. In our context, students could be sent to language centers or internet cafes to do some activities and come back with a report to the classroom. The other possibility is students would be sent to English television or radio programs so that they can interview some officials. The result of the interview could also be reported back to their classrooms.

Regarding the second question, 10 (15.15%) of the respondents answered that they never ask for clarification when they don't understand what the teachers say. However, the majority of the respondents, 40 (60.6%) replied that they rarely use this strategy. 11 (16.6), 7 (10.6%) and 6 (9.06%) of them stated that they use this strategy sometimes, usually, and always respectively. From the data gained through the classroom observation, recordings and interviews, it could be seen that students rarely ask questions for clarifications.

Regarding participation in pair and group work, only 2 (3.03%) of the respondents answered that they always use such strategy. 6 (9.09%) of them replied that they usually use this strategy and 8(12.12%) stated that they sometimes do it. However, the majority of the respondents 40 (60.6%) said that they rarely participate in pair/group work. The rest 10 (15.1%) reported that they never participate. The classroom observation, the recordings and the interviews also showed that students hardly work in pairs or groups.

As far as the fourth question is concerned, only 3 (4.5%) of the total respondents answered that they always ask their teachers or classmates for correction of errors in their speaking. The other 4 (6.06%) replied that they usually use this strategy while 7 (10.6%) of them stated that they sometimes use it. However, the majority of the students (70%) answered that they almost did not ask their teachers or classmates for correction of errors.

Concerning the fifth question, only 7(10.6%) and 2 (3.03%) of the respondents chose 'always' and 'usually' respectively. 9 (13.63%) of them chose 'sometimes'. However, the majority of the respondents 41 (42.12%) said that they rarely report the result of the discussion to the class. The rest

5 (7.5%) reported that they never play such a role. The observations and the recordings also showed that students did not report their discussion results to the class.

Asked if students try to correct themselves while speaking, only 4 (6.06%) replied they always use this strategy. 9 (13.63%) of the respondents answered that they usually use it whereas 13 (19.69%) said that they sometimes do it. But 34 (51.51%) replied 'rarely' and 5 (7.5%) said 'never'. Concerning the seventh question, only 2 (3.03%) of the respondents answered that they always plan their way of developing speaking skills. 3 (4.5%) and 6 (9.09%) replied that they plan 'usually' and 'sometimes' respectively. But 35 (63.03%) of them stated that they rarely plan their way of developing speaking skills while 32 (48.48%) reported that they never plan in such a way. Asked the eighth question, only 2 (3.03%) of the total respondents answered that they always tend to use physical motions such as gesture to indicate the meaning when they can't think of the word while speaking in English. 5 (7.57%), of them said that they usually use such kind of strategy whereas 14 (21.21%) replied that they sometimes use it. However, the majority of the respondents 45 (68.18%) answered that they rarely use physical motions to indicate the meaning of the word they can't think of. As the table indicates, only few students 2 (3.03%) and 1 (1.51%) of the respondents answered that they talk and share ideas about language learning problems and effective language learning strategies with their teachers and friends. But almost all the students (90) that they did not play this role to learn speaking skills.

Regarding the last question, only (3.03%) said that they always evaluate their weaknesses and strengths in speaking English and 5 (7.5%) of the respondents answered that they usually evaluate themselves whereas 12 (18.18%) replied that they sometimes use this strategy. But the other respondents 19 (28.78%) and 32 (48.48%) answered 'rarely' and 'never' respectively.

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

4.1.5 Teaching Materials used by the Students

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

Table 6: Students response to questions on the kind of materials they use

No	Item		Yes	No	Total
1	Are there supplementary materials in the classroom that help you learn English (audio-video materials)?	Free	2	64	66
		%	3.03	96.96	100
2	Do you learn speaking skills by using teacher-made teaching aids (charts, diagrams, models, maps and etc)?	Free	3	63	66
		%	4.54	95.45	100
3	Do you use any of the above mentioned materials at your own home to learn speaking skills?	Free	1	65	66
		%	1.51	98.48	100

As can be seen from the table above, nearly all the students answered that they did not use any supplementary materials in their classrooms. The classroom observations and the interviews also showed that students did not use supplementary materials.

However, Acklam (1994) recommends the use of supplementary materials /audio-video/ to compensate for any deficit as far as teaching speaking is concerned.

The majority of the students (96.96%) answered that they also did not use any teacher-made materials (pictures, diagrams, models, charts, tables) to learn speaking. The other tools (observations) also showed that teachers did not use any teaching aids to supplement their lessons. Almost all the students (95.45%) replied that they also do not use audio-video materials or any other supplementary materials to learn speaking skills at their own homes. The students' interview data also indicated that they did not use any supplementary materials at their living areas (see the Appendix).

4. 2. The Analysis of Classroom Observations

4.2.1 The Role of Teachers in Teaching Speaking Skills

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

Table 7: Checklist for Identifying the Role of Teachers

No	Does the teacher:	Teacher 1				Teacher 2				Teacher 3				Teacher 4			
		Day				Day				Day				Day			
		One		Two		One		Two		One		Two		One		Two	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Arrange and organize the group discussion?		√			√	√		√			√			√		√
2	Present the new language students need for practice systematically and meaningfully?		√		√		√		√		√		√		√		√
3	Give students chances to participate in speaking?		√		√		√		√		√		√		√		√
4	Encourage the students to speak in English?		√		√		√		√		√		√		√		√
5	Give appropriate amount of chances for students?		√		√		√		√		√		√		√		√
6	Monitor their performance to see that it is satisfactory?		√		√		√		√		√		√		√		√
7	Guide and supervise the students during their group/pair discussion?		√		√		√		√		√		√		√		√
8	Provide the students with activities for free expressions?		√		√		√		√		√		√		√		√
9	Provide the students with activities for free expressions?		√		√		√		√		√		√		√		√
10	Advise them to use their strategies to learn speaking, especially outside the classroom?		√		√		√		√		√		√		√		√

As mentioned in the third chapter of this paper, eight successive classroom observations were made to see the teachers' role implementation of teaching approaches and strategies of speaking skills.

The observations were made according to the checklist prepared for this purpose as shown above.

The checklist was used and filled for all of the four days separately for the selected classes of study. But the final data were presented as depicted above.

As can be seen from the checklist, all teachers were presenting the lessons traditionally, mainly through explanation, for all of the observation days. They were not seen selecting the new material to be learned (expressing certainty and uncertainty, asking for and giving opinion commands and requests, and telling stories) through supplementation and modification based on what is given in the textbook. Even though many writers (Richards and Rodgers, 1986; McDonough and Shaw, 1993; Brumfit, 1979; Cunningsworth, 1979; Hutchinson and Torres, 1994; Acklam, 1994) tell us to supplement lessons with teaching aids available (cassettes, radio, DVD, CDs and other teacher made materials such as charts, tables, diagrams and models), both teachers did not use them in presenting the lesson. Additionally, both of them were not seen presenting and managing the lesson by using appropriate time. They spent much of the time presenting the lesson, as mentioned above, mainly through explanation.

Moreover, the teachers were not seen giving each of the performers a chance to participate in speaking the language under the content. Even though this is partly due to large class size, the teachers were repeatedly seen giving some chances only to high achievers in the class. All of them were not seen using monitoring mechanism to see that the performance of the learners is satisfactory. The main activities done in the class were seen to be reading dialogues, asking and answering questions.

Though very few students tried to tell some stories to their class, little was done in giving feedback to their errors and mistakes.

The data from other tools, (teachers' and students' interview), also showed that teachers' role in developing speaking skills was found to be low. As mentioned in the preceding pages of this paper teachers were rarely seen in organizing group work, supervising and managing the activities, checking students speaking performance, and giving activities for free expressions.

4.2.2. The Role of Teachers in using Teaching Techniques/ approaches

Table.8: The Checklist for Identifying Techniques/ approaches used by Teachers

No	Item Techniques or Teaching approaches that used:	Teacher 1				Teacher 2				Teacher 3				Teacher 4			
		Day				Day				Day				Day			
		One		Two		One		Two		One		Two		One			
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Group discussion		√		√		√		√		√		√		√		√
2	Dialogues /conversation	√		√		√		√		√		√		√		√	
3	Questions and answers	√		√		√		√		√		√		√		√	
4	Translation/ Interpretations	√		√		√		√		√		√		√		√	
5	Instruction	√		√		√		√		√		√		√		√	
6	Panel Discussion/ Debating		√		√		√		√		√		√		√		√
7	Oral report		√		√		√		√		√		√		√		√
8	Story telling		√		√		√		√		√		√		√		√
9	Interview		√		√		√		√		√		√		√		√
10	Role play and Drama		√		√		√		√		√		√		√		√
11	Others																

As far as the eight continuous observations are concerned, it shows that the teachers were not using modern techniques to develop students speaking abilities.

Although Underhill (1987: 45-86) recommends different modern techniques to teach speaking skills, all of the teachers were mainly using the traditional approaches (teacher-based-techniques) for most of the observation sessions. The techniques used were questions and answers, reading blank dialogues, giving instruction/ explanation, reading aloud for the purpose of correcting pronunciation, translating/interpreting, and dialogues or drills. Hence, all of the teachers were not using effective techniques which are used for enhance and production stages in order to teach speaking skills. They were not seen using active learner-learner joint discussions (group discussions), oral report, role play and dramatization, interviews and form fillings, learner-learner description and re-creation, picture stories, re-telling stories from aural or written stimuli, debating and panel discussions.

As it will be discussed in the coming pages of this paper, the recordings also showed that teachers were using a more traditional approach to teach speaking skills. They gave focus to correcting language items (grammar and pronunciation) instead of fluency and meaning. Each day of observations teachers tended to use Afan Oromo to explain the concept of the language materials to be learnt in the classroom.

4.2.3 The Role of Teachers in Using Teaching Strategies

Table 9: The Checklist for Identifying Strategies used by Teachers

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

Regarding the strategies teachers used to develop speaking ability of the students, they were rarely seen to help learners discover what ways of learning work best for them. No one was observed helping learners find quick ways of recalling what they have learned, for example, through experiences and personal memories. Above all, even though scholars urge the application of strategies to help learners ask for error correction and help them to learn from the error they make (Rubin and Thompson, 1982, Hall, 1997; Lessard Closton, 1997), no teacher was seen helping his/her learners.

The data from students' interview also showed that teachers were not using effective strategies such as using gestures and others to teach speaking skills. They were not seen teaching speaking strategies which help students guess the meaning of new vocabularies in their day to day speech. However, Rubin and Thompson (1982) suggest that teachers should teach their students speaking strategies which enable them to use the language in the real-life communications.

Generally, all teachers were observed not using effective teaching strategies which help the learners develop speaking skills.

4.2.4 Activities Done in the Classroom

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

Table 10: Checklist for Identifying Activities Developed by Teachers

NO	Are the following activities done in the classroom?	Teacher 1				Teacher 2				Teacher 3				Teacher 4			
		Day				Day				Day				Day			
		One		Two		One		Two		One		Two		One			
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	information gap activities		√		√		√		√		√		√		√		√
2	problem solving activities (puzzles)		√		√		√		√		√		√		√		√
3	role play activities		√		√		√		√		√		√		√		√
4	group discussions		√		√			√		√		√		√		√	
5	project based activities		√		√		√		√		√		√		√		
6	prepared monologue		√		√		√		√		√		√		√		√
7	Dialogues	√		√		√		√		√		√		√		√	
8	questions and answers	√		√		√		√		√		√		√		√	
9	opinion gap activities	√		√		√		√		√		√		√		√	
10	reasoning gap activities		√		√		√		√		√		√		√		√
11	picture stories /telling stories		√		√		√		√		√		√		√		√
12	others ((if any)																

The first week (from 16 April, 2013 to 20 April, 2013), the students from all classes were working on the seventh unit, under the topic-“Cities of the future”. The first teacher made his students decide what did their city would look like after 50 years time and to they give their opinion individually. Then he told them to write the paragraph based on the order they put. Finally, some students read the paragraphs to the class. In this class, no group discussion or pair work was seen to be done by the students. But the teacher of the other section made his learners discuss in groups by using social expressions. Then he told them to write the paragraphs based on the instruction of the discussions. At the end, the students read the paragraphs to the class. Finally, two of them told the story to the class.

The second week (from 23 April, 2013 to 27 April, 2013), the students were working on the eighth unit, under the topic – “asking for and giving an opinion”. The first-class teacher made the students read a note on page 160 and 161 individually. The learners were then asked to answer the questions orally about their environment. Then the teacher read a short passage about urban water supply.

The students listened to the passage and answered the questions individually. But the other class teacher made his learners work in small groups, and then they answered the questions orally.

The third week (from 1 May, 2013 to 4 May, 2013), the students from all sections worked on the eighth unit under the topic “practicing dialogues and telling stories.” The students of all classes were mainly reading out the given conversations. But some students were given chances to tell a story to the class.

In the fourth week (from 7 May, 2013 to 11 May, 2013), the students were working on the twelfth unit, under the topic ‘saying you are sure or not sure’ or to give the counter argument’. The students from all classes were made to study the given dialogues. The students were asked to read the dialogue in turns. Then some students read the dialogue. Next to this, the students were told to work in groups of three to act out the dialogue by taking turns. Finally, they were given home work to complete the dialogue with suitable expressions (See the Appendix). The week (from 14 May, 2013 to 18 May, 2013), the teacher of the first class started the lesson by giving answers to the homework. The students were asked to tell their answers. Then the teacher told his learners to work under the topic ‘telling a story’. The students were asked to discuss and make a paragraph explain it orally in groups of four. The students were discussing in Afan Oromo and they were writing the paragraph in their exercise books. The next teacher also started the daily lesson with giving answers to the homework. After that he explained about the new topic ‘telling a story’. He also made the students talk about the Ethiopian endangered Animal on page 199 in the correct context by working in pairs. Here, almost all the students were using Afan Oromo in their pair discussion. At the end, the students were asked to tell their answers to the teacher. Their answers were only telling the about the animals.

Generally, even though the topic was telling a story, the students from the observed classes were not seen telling their own stories to their groups or the class, except one student from the first section, who

told a nice story to his class. They were rather observed writing the paragraph and discussing in Afan Oromo (see the Appendix).

The sixth week (from 21 May, 2013 to 25 May, 2013), the students were working on the twelfth unit, under the topic 'Talking about Stigma and Discrimination'. In all classes, they were made to read out the given dialogues in pairs. Then they were told to take the roles. Next, the students were told to ask their partner's sports they like more and etc. Finally, they were made to write dialogues on the topic of telling hobbies of their day today.

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

Even though different language experts (Parrott et al.) suggest the using of communicative approach for developing speaking skills, the teachers tended to rely on the textbook activities which are more of traditional-questions and answers, dialogues /conservations, completing the dialogues.

No teacher was observed using the activities developed based on the communicative approach such as information gap, reasoning gap, opinion gap, problem solving, role plays, communication strategies activities, puzzles and problems, guessing activities, project-based activities and prepared monologues.

4.2.5 Students Role

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

Table 11: Checklist for Identifying the Role of Students

No	Do students do the following? Teacher	Teacher 1				Teacher 2				Teacher 3				Teacher 4			
		Day				Day				Day				Day			
		One		Two		One		Two		One		Two		One			
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Ask for clarification?		√		√		√		√		√		√		√		√
2	Participate in pair and group discussions?		√		√		√		√		√		√		√		√
3	Ask their teacher or classmates for correction of errors?		√		√		√		√		√		√		√		√
4	Listen to the discussion and report back to the class?		√		√		√		√		√		√		√		√
5	Try to correct themselves?		√		√		√		√		√		√		√		√
6	Use physical motions to indicate the meaning?		√		√		√		√		√		√		√		√
7	Talk and share ideas about language problems and effective speaking strategies with their teacher and classmates?		√		√		√		√		√		√		√		√
8	Participate in role /play drama /panel discussion/ interview or oral reporting or presentation?		√		√		√		√		√		√		√		√
	Others																

Rubin and Thompson (1982) recommend that students need to use different strategies to develop speaking skills. However, the students were observed to be almost passive.

They were rarely seen asking and answering questions. They were hardly observed taking active participation in the pair/group work. It could be seen that they showed little individual effort and interest toward the existing work/activities. Almost no students were observed reporting the result of their discussion to the class. The learners were observed using a limited number of strategies to learn speaking. None of the students asked for error correction and help. Moreover, no one was observed using different styles of speech. This indicates that the students were also making less effort to learn speaking skills.

The recordings also showed similar results that students did little in taking responsibility for their own learning.

4.2.6. Materials Used in the Classroom

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

Table 12: The Checklist for Identifying the Materials Used

No	Are these materials used?	Teacher 1				Teacher 2				Teacher 3				Teacher 4			
		Day				Day				Day				Day			
		One		Two		One		Two		One		Two		One		Two	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	text book	√		√		√		√		√		√		√		√	
2	Supplementary book		√		√		√		√		√		√		√		√
3	Television		√		√		√		√		√		√		√		√
4	tap-recorder		√		√		√		√		√		√		√		√
5	CDS, DVD		√		√		√		√		√		√		√		√
6	Charts, maps, models, diagrams		√		√		√		√		√		√		√		√

Language teachers are expected to use different materials such as audio-visual (television, DVD, CD-ROM, tape recorder, radio cassette player), teacher-made or ready-made teaching aids (pictures, models, diagrams, charts, tables, maps flash cards, etc.), to supplement the lessons (activities designed in the textbook (Brumfit, 1979; Allwright, 1981).

However, as can be seen from the checklist above, no teacher was found using any one of the above-mentioned materials except the textbooks.

This indicates that they were not playing active role in preparing, adapting or modifying materials to develop their learners' speaking skills.

The data from interviews also showed that teachers used only textbooks to teach speaking skills.

4.2.7. Classroom Organization

To observe the classroom organization /arrangement, the following checklist was used.

Table 13: The Checklist for Identifying Classroom Organization

No	Item:	Teacher 1				Teacher 2				Teacher 3				Teacher 4			
		Day				Day				Day				Day			
		One		Two		One		Two		One		Two		One		Two	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Whole class sitting arrangement	√		√		√		√		√		√		√		√	
2	Pair work sitting arrangement		√		√		√		√		√		√		√		√
3	group work sitting arrangement		√		√		√		√		√		√		√		√

Different scholars suggest that classroom organization should be convenient to teach speaking skills in a more attractive way. Nunan (1989) identifies four different ways in which the class is organized. These are individual basis, pair work, group work and whole class.

As regards classroom organization, the whole class method was observed to be the dominant one for the entire sessions of the visits. Teachers rarely used pair/group work. Except questions and answers, no other means of individual efforts (such as monologues, oral report and etc.) were seen during the classroom observations.

The nature of the seating (the desks which are movable) and the size of the class (35 and 40 students) because of COVID 19 they also kept their distance and wore mask. This also found to be unfavorable to teach speaking skills in a desired way (in pairs and group work).

The interviews also indicated that teachers mostly used whole class sitting arrangement due to unfavorable class environment and because of COVID 19.

Generally, the classroom observation data also showed that teachers were not playing active role in using speaking skills teaching techniques and strategies. It also indicated that supplementary materials were not used throughout the observation sessions. Lastly the data revealed that there was not convenient sitting arrangement to conduct group discussions. Consequently, it could be observed that students have poor speaking performance.

4.3. Analysis of the Interviews

Twelve students from all sections were selected by their teachers on the basis of their English-speaking performance. Four students from each level (low, medium and high) were selected and interviewed on their experience of learning speaking skills using five questions, which are semi-structured (see the Appendix). Concerning why students did not actively participate in speaking activities such as pair /group discussions, role play/ drama, interview, oral report and debating, almost all the respondents said that they were not given chances due to the fact that teachers usually insisted on reading dialogues aloud and completing them with suitable expressions.

The data from teachers' interview also indicated that they usually did activities related with dialogues. Asked if the students could learn speaking by reading dialogues aloud and completing them with suitable expressions, all the students answered that they did not benefit anything from doing such activities. The teachers' interview also showed that the advantage of using technique over other speaking activities was for no reason. Regarding why students did not use supplementary materials at their home (home areas) to learn speaking skills, the majority of the respondents said that they did not learn such strategies to help them develop the abilities. Some of the students also said that because they were not given activities related to those materials, they did not have reasons to spend time in learning speaking in such ways.

However, Nunan (1991) suggests that the students need to be given regular and frequent opportunities to use language freely, especially outside the classroom. Asked if students made effort to learn speaking skills by their own, almost all the respondents answered that they had little interest because they did not know that strategy helps them learn the skills. But few students said that they sometimes speak English with their family members and friends. Lastly, concerning the role of teachers in teaching speaking skills, almost all the respondents suggested that the teachers need to emphasize fluency more than accuracy. They also commented that teachers should use supplementary materials to help them teach speaking skills in a meaningful and understandable way. Generally, the students' interview also depicted that teachers were not playing active role in developing students' speaking skills. The data indicated that they were using inappropriate techniques and strategies so that students developed poor speaking performance.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

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

- It is obvious that the role of a language teacher is to create the best conditions for learning.

To do so, a teacher is expected to act differently in different situations.

Concerning teaching speaking, a teacher has to play his role in all stages (presentation, practice and production) actively. However, all the data showed that the teachers were not playing active roles in developing speaking skills. They did not present the lessons in a memorable and meaningful way.

No maximum amount of practice was given for students. It could be observed from the data that they did not create enough opportunities for students to use English (speaking) in real life communication. The data revealed that they rather focused on doing activities in the textbook mainly through drills and dialogues. Generally, teachers are hardly playing their role in presenting the lessons, giving appropriate practice, supervising and monitoring the practice sessions, motivating the learners, and giving activities for free production.

- Even though language teachers are expected to teach speaking skills by using different techniques and strategies, the data indicated that the selected teachers were using the traditional approach.

The techniques mostly used were questions and answers, dialogues, explanation and translation.

Moreover, they were teaching speaking skills discretely. The way teachers assess students' performance was not effective. They were evaluating them not more than five times a semester.

Teachers were giving correction to students' errors and mistakes in a discouraging way.

They were using the techniques such as denial and questioning.

They rarely used strategies to develop learners' speaking skills.

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

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

- In developing speaking skills, the students also have their own role. Even though a lot is expected of them, the result of the study showed that they mostly tended to be passive in the classroom.

As the data indicated the students rarely used English outside their classroom, especially in real life communications. Consequently, the result showed that the students have poor performance in speaking English.

- It could be observed that mainly one type of setting was used. The whole class method was usually seen to be applied for teaching speaking skills. As the data revealed, students rarely worked in pairs or groups. The arrangements of the desks were not convenient for group discussions as they are not moveable. This indicates that the class size (which is more than 46 students in a class) and the uncomfortable classroom facilities also have their own contributions for less achievement in teaching speaking skills.

5.2. Recommendations

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

- Teachers should play their role in creating opportunities for learning speaking skills through presenting the lessons systematically and meaningfully, devising and providing maximum amount of practice, giving regular and frequent activities to use the language (speaking) freely. In addition, they have to play their role in supervising, guiding, motivating, and managing the students' learning processes.
- They should use different techniques and strategies to accommodate learning speaking skills in the unfavorable environment of the classroom. They are advised to use group/pair work, project work, oral report, interview, panel discussion, presentation and other elicitation techniques to develop speaking skills. Teachers should teach speaking skills integratively with other skills, especially with listening, reading and writing. Teachers have to assess their students' speaking performance continuously. They should give gentle and systematic correction to their students' errors and mistakes. Based on this, they are advised to use techniques such as echoing (raising intonation) and showing incorrectness (almost right, can you say that again?). They are also needed to teach/ train speaking strategies to develop students' learning autonomy.
- Teachers should develop speaking activities on the basis of the communicative approach. They need to develop activities which enable the learners to use the language (speaking) for the purposes of communicating in the real life. To do so, they have to develop the activities such as information gap, reasoning gap, problem solving, project based, role play, group discussion, opinion gap and picture stories. It would be advisable for teachers to keep a balance between accuracy and fluency while they develop speaking activities.
- Teaching materials play a great role in developing speaking skills. On top of this, teachers have to choose and use appropriate teaching aids (materials) that promote the teaching of speaking skills. Hence, they should use audio materials (radio, telephone) and visual materials (television, DVD, CD-ROM, computer and etc), and other teaching aids such as realia, pictures, models, charts, tables, diagrams, and maps to teach speaking skills. In addition, it would be worthwhile to use newspapers, magazines, brochures, journals and other supplementary material to teach speaking skills, especially in an integrative way. Above all, they have to adapt or modify the existing materials for the purpose of teaching speaking skills.

- Students should play their role in learning speaking skills. They have to participate actively in the classroom in activities such as asking and answering questions, asking for clarity, group and pair discussions, reporting what they discussed or listened, asking for information, giving information and advice, giving opinion, telling stories, playing language games and solving problems. In addition to this, they should communicate with people outside their classrooms. Generally, they have to use the language in the real life for the means of communication through taking risks and getting themselves exposed to the access of using English.
- The way students sit in the classroom affects the way they interact with each other. So, the chairs should be convenient for pair work, small group or large group discussions.
- Teachers should be trained through the ELIP (English Language

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APPENDIX A
JIMMAUNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

STUDENTS' QUESTIONNAIRE

Dear Students;

We would like to ask you some questions concerning teaching approaches and strategies that enhance the EFL learners' speaking skill. In fact, learners face many difficult to express themselves in the foreign language. This is not a test that makes you feel anxious, there are no right, or wrong answers and do not even have to include your name on it. I am interested in your view point since you represent the source of this inquiry.

So, please hand the questionnaire back as possible.

Thank you very much for your cooperation.

Thank you!

Sincerely yours,

Obsa Dagne

N.B:

Part I: Teacher's Role Implementation

Instruction: The following statements are about the role of English teachers in developing speaking skills. Read the statements carefully and relate them to your current English teacher. Use a tick mark (√) to indicate the degree to which you agree to their role implementation under the appropriate column: very high (5), high (4), average (3), low (2), very low (1)

4.1.1 Teachers' Role Implementation

No	Item		Very High (5)	High (4)	Average (3)	Low (2)	Very low (1)	Total
1	Arranging and organizing your group discussion.	Free						
		%						
2	Presenting the new language, you need to practice in speaking systematically and meaningfully.	Free						
		%						
3	Giving you chances to participate in speaking activities.	Free						
		%						
4	Encouraging you to say something in English.	Free						
		%						
5	Giving you appropriate amount of practice.	Free						
		%						
6	Monitoring your performance to see that it is satisfactory.	Free						
		%						
7	Guiding and supervising you during your group/pair discussion.	Free						
		%						
8	Providing you with activities for free expressions.	Free						
		%						
9	Teaching you speaking strategies.	Free						
		%						
10	Advising you to use your strategies to learn speaking.	Free						
		%						

4.1.1 Teachers' Role Implementation

No	Gaaffii: Gahee barsiisichaa		Very High (5)	High (4)	Average (3)	Low (2)	Very low (1)	Total
1	Ga'umsa hojiigareen ijaaroo fi qindeessuu							
2	Dandeettii dubbachuu cimsuuf kan si gargaaran barnoota hiika qabeessaafi hin irranfatamne laachuu irratti							
3	Haala dubbachuu irratti jajjabeessuu fakkaatu							
4	Ga'umsa ija jabinaan akka Afaan Ingilizii dubbattuuf gochuu isaa							
5	Ga'umsa hojiiwwan shaakala dubbii barsiisan laachuu isaa							
6	Haalli madaallii dandeettii dubbachuu keetii beekamuu isaa							
7	Ga'umsi haala qindeessuufi to'achuu hojii garee fi lamee irratti jiru							
8	Hojiiwwan dubbii walabaa laachuu irratti							
9	Mallen dubbiiif fayyadan barsiisuu isaa/ishee							
10	Tooftaalee adda addaatti akka fayyadamtu barsiisuu isaa/ishee.							

PART. II

The following statements are about techniques used by English teachers to teach speaking skills. Read each statement carefully and respond according to your teacher by putting a tick mark (√) under the alternative given in front of each statement to indicate how frequently your teacher uses them to teach you speaking skills. Use always (5), usually (4), sometimes (3), rarely (2), never (1).

4.1.2. Techniques and Strategies used by the Teachers

4.1.2.1. Techniques.

Table 2: Responses of students to questions related to the kind of techniques/teaching approaches used by the teachers.

No	Item Techniques or Teaching approaches that used:		Always (5)	Usually (4)	Sometimes (3)	Rarely (2)	Never (1)	Total
1	Dialogues /conversation/ marii garee/	Free						
		%						
2	Dialogues /conversation / waliin dubbii/	Free						
		%						
3	Questions and Answers / gaaffii fi deebii/	Free						
		%						
4	Translation /interpretation / hiikkaa kallattii/	Free						
		%						
5	Instruction/ ajaja/	Free						
		%						
6	Panel Discussion and Debating/ mare fi falmii waltajjii/	Free						
		%						
7	Oral report/ gabaasa afaaniffaa/	Free						
		%						
8	Story telling/ seenessa/	Free						
		%						
9	Interview/ af-gaaffii/	Free						
		%						
10	Role play and drama/ mala gahee taphannaa ykn diraamaa/	Free						
		%						

2.2. Strategies used

The following are strategies used by English teachers to teach speaking skills. Read them carefully and put a tick mark (√) under the corresponding column: strongly disagree (1), disagree (2), undecided (3), agree (4), strongly agree (5).

4.1.2.2. Strategies

Table 3: Responses of students to questions related to the strategies used by the teachers

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

L a k k	Gaaffiiwwan: Tooftaalee barsiisichi itti fayyadamu		Strongly disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly agree (5)	Total
1	Tooftaa an itti fayyadamuun afaanIngilizii dubbadhu irratti nagargaara.							
2	AfaanIngiliziifayyadamuun seer-dubbii afaaniifkn tapha adda addaa irratti haala naaf mijeessa.							
3	Tooftaalee dubbii barsiisuudhaan af-sochii fayyadamuun osoo wal irraa hin kutin ija jabinaan akkan dubbadhu na gargaara.							
4	Mana rukutaa walaloo, galumsa dubbii fi yaaliiwwan dhuunfaa an kanaan dura hojjedhe haala salphaan akkan yaadadhu na gargaara.							
5	Dogoggoraaf gadhee akkan sirreeffadhuuf nagargaara.							
6	Dareen alattiillee akkan Afaan Ingiizii dubbadhu nagargaara.							
7	Waa'ee sirraa'inaa fi ta'uu dhiisuu isaa baay'ee akkan itti hin dhiphanne nagargaara.							

4.1.3. Activities Developed by Teachers

Part III: Activities Used for Developing Speaking Skills

Instruction: The following questions are about the kind of activities you perform (do) in the classroom or outside the classroom. They ask you how often you do them for enhancing or developing speaking skills.

Read each question carefully and put a tick mark (√) under each column of the measurements by using the scale below: (1) always, (2) usually, (3) sometime, (4) rarely, (5) never.

Table 4: Responses given by the students on the kind of activities they perform to learn speaking skills

No	Questions:		Always (5)	Usually (4)	Sometime s (3)	Rarely (2)	Never (1)	Total
	How often do you do?							
1	Information gap activities such as sharing ideas with each other?	Free						
		%						
2	Problem solving activities (puzzles)?	Free						
		%						
3	Role play activities (taking the role of others and acting)?	Free						
		%						
4	group discussions	Free						
		%						
5	Project based activities (performing certain tasks to learn speaking)?	Free						
		%						
6	Prepared monologues (in which each of you asked to prepare to talk about a hobby or personal interest for two or three minutes)?	Free						
		%						
7	Drills (dialogues) in which one person asks a question and another gives an answer?	Free						
		%						
8	Opinion gap activities, which involve identifying and articulating personal feeling or attitude?	Free						
		%						
9	Reasoning gap activities in which you give reasons?	Free						
		%						
10	Activities of picture stories?	Free						
		%						

PART. IV. STUDENTS ROLE

Instruction: The following are strategies used by learners to develop speaking skills.

Read them carefully and decide whether you use them: (5) always, (4) usually, (3) sometimes, (2) rarely, (1) never

Table 5: Responses given by the students to questions on their role implementation

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

Part V: Teaching materials (Resources) used to teach speaking skills

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Appendix B

Classroom Observation checklist

1. The Role of Teachers in Teaching Speaking Skills

No	Does the teacher:	Teacher 1				Teacher 2				Teacher 3				Teacher 4			
		Day				Day				Day				Day			
		One		Two		One		Two		One		Two		One		Two	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Arrange and organize the group discussion?																
2	Present the new language students need for practice systematically and meaningfully?																
3	Give students chances to participate in speaking?																
4	Encourage the students to speak in English?																
5	Give appropriate amount of chances for students?																
6	Monitor their performance to see that it is satisfactory?																
7	Guide and supervise the students during their group/pair discussion?																
8	Provide the students with activities for free expressions?																
9	Provide the students with activities for free expressions?																
10	Advise them to use their strategies to learn speaking, especially outside the classroom?																

2. The Role of Teachers in using Teaching Techniques/ approaches

No	Item Techniques or Teaching approaches that used:	Teacher 1				Teacher 2				Teacher 3				Teacher 4			
		Day				Day				Day				Day			
		One		Two		One		Two		One		Two		One			
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Group discussion																
2	Dialogues /conversation																
3	Questions and answers																
4	Translation/ Interpretations																
5	Instruction																
6	Panel Discussion/ Debating																
7	Oral report																
8	Story telling																
9	Interview																
10	Role play and Drama																
11	Others																

3. The Role of Teachers in Using Teaching Strategies

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

3. Activities Done in the Classroom

NO	Are the following activities done in the classroom?	Teacher 1				Teacher 2				Teacher 3				Teacher 4			
		Day				Day				Day				Day			
		One		Two		One		Two		One		Two		One			
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Information gap activities												√		√		√
2	Problem solving activities (puzzles)												√		√		√
3	Role play activities												√		√		√
4	Group discussions													√		√	
5	Project based activities												√		√		
6	Prepared monologue												√		√		√
7	Dialogues													√		√	
8	Questions and answers													√		√	
9	Opinion gap activities													√		√	
10	Reasoning gap activities												√		√		√
11	Picture stories /telling stories												√		√		√
12	Others ((if any)																

4. Students role implementation

No	Do students do the following? Teacher	Teacher 1				Teacher 2				Teacher 3				Teacher 4			
		Day				Day				Day				Day			
		One		Two		One		Two		One		Two		One			
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Ask for clarification?																
2	Participate in pair and group discussions?																
3	Ask their teacher or classmates for correction of errors?																
4	Listen to the discussion and report back to the class?																
5	Try to correct themselves?																
6	Use physical motions to indicate the meaning?																
7	Talk and share ideas about language problems and effective speaking strategies with their teacher and classmates?																
8	Participate in role /play drama /panel discussion/ interview or oral reporting or presentation?																
	Others																

6. Materials Used in the Classroom

No	Are these materials used?	Teacher 1				Teacher 2				Teacher 3				Teacher 4			
		Day				Day				Day				Day			
		One		Two		One		Two		One		Two		One		Two	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Text book																
2	Supplementary book																
3	Television																
4	Tap-recorder																
5	CDS, DVD																
6	Charts, maps, models, diagrams																

7. Classroom Organization

No	Item:	Teacher 1				Teacher 2				Teacher 3				Teacher 4			
		Day				Day				Day				Day			
		One		Two		One		Two		One		Two		One		Two	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Whole class sitting arrangement																
2	Pair work sitting arrangement																
3	Group work sitting arrangement																

Appendix C
Transcribed Interviews with the Students

Student One:

1. From the classroom observations, I recognized that your participation in speaking activities was limited. You were rarely seen participating in activities such as pair/group work, oral report, interviews and role play or dramas. Would you tell me the reason?
Answer: Ok my answer here is... the teacher doesn't give us the chance to participate in that way. He always tells us to read the dialogue and copy into our exercise book.

2. During the class observations, I saw that you were reading and completing the blank dialogues for most of the time. How much do you learn speaking skills from such activities? **Answer:** I don't think this is good for me. I don't like. It is simply copying.

3. From your questionnaire result I understood that you almost do not use any supplementary materials (television, radio, DVD, computer, internet, dictionaries) at your home (home areas) to learn speaking skills. Do you use? If not, can you tell me the reason?

Answer: I don't use. Of course, we have all these in our home except computer. I don't have interest.

4. How much effort do you make to learn speaking skills by your own (either inside or outside the classroom)?

Answer: Actually, I speak with my friends only sometimes. Otherwise I don't do any effort.

5. What do you expect from your English teacher to develop your speaking skills?

Answer: Umm... the teacher has to show us some film or other videos to learn how to speak. Additionally, he has to motivate us to speak in English. We all speak in Afan Oromo during English period, but he did not say anything.

Student Two

1. From the classroom observations I recognized that your participation in speaking activities was limited. You were rarely seen participating in activities such as pair/group work, oral report, interviews and role play or dramas.

Would you tell me the reason?

Answer: Because we do what he orders us to do.

2. During the class observations, I saw that you were reading and completing the blank dialogues for most of the time. How much do you learn speaking skills from such activities?

Answer: Nothing.

3. From your questionnaire result I understood that you almost do not use any supplementary materials (television, radio, DVD, computer, internet, dictionaries) at your home (home areas) to learn speaking skills. Do you use? If not, can you tell me the reason?

Answer: Yea, at my home sometimes I listen to BBC and Aljezira programs.

Interviewer: What do you like to listen? **Answer:** Most of the time news, and sometimes films.

Interviewer: Who advised you to do this?

Answer: It is my interest. My father also likes.

4. How much effort do you make to learn speaking skills by your own (either inside or outside the classroom)?

Answer: Of course, I like speaking English. I sometimes speak with my sisters and brother. My brother is a grade 12 student. Both my sisters are in university.

We sometimes speak.

5. What do you expect from your English teacher to develop your speaking skills?

Answer: Well, they have to encourage us in speaking English. They have to show us interesting films and stories. And they have to focus on speaking other than giving us all the time writing the notes from the book.

Appendix D

Guided Interview for Teachers

1. From our last time classroom observations, I recognized that students were reading model dialogues for most of the time. They were also being asked to complete the blank dialogues with suitable expressions. Do you think students benefit speaking skills from such activities?
2. During our class observations I could also see that students rarely participated in pair or group discussions. They were hardly seen participating in activities such as interview, role play/drama, oral report, panel discussions or debating. Would you tell me the reason?
3. Different language experts believe that using supplementary materials for classroom lessons is more helpful to teach speaking skills. However, you were using only student's textbook. What is your opinion here?
4. As we discussed earlier, students participated less in the classroom. Do you have any mechanism to initiate your students to learn speaking skills outside the classroom, especially in their real life?
5. What should your students do to develop their speaking skills?

Appendix E

Transcribed Interviews Made with the Teachers

Teacher One

1. From our last time classroom observations, I recognized that students were reading model dialogues for most of the time. They were also being asked to complete the blank dialogues with suitable expressions. Do you think students benefit speaking skills from such activities?

Answer: Actually, I don't think this is fair. But we don't have any other options than using the textbook activities even I prepared this activity. As you know, a lot of exercises and activities are designed in such away in the book.

So, I have to use them because the school administration also follows us in such away. To cover the portion, I have to do that.

Interviewer: Is it not possible to modify and adapt the activities according to the need and interest of the students?

Answer: Of course, it is possible.

But we don't have time to do that. We have a lot of responsibilities in this school in addition to teaching. For example, I am a homeroom teacher for grade 10 students. We have many duties regarding mark list, exams and others.

2. During our class observations I could also see that students rarely participated in pair or group discussions. They were hardly seen participating in activities such as interview, role play/drama, oral report, panel discussions or debating. Would you tell me the reason?

Answer: The reason is that as I told you before most of the time, we go with the book by which the exercises are pre-decided to be performed by the students. So due to time scarcity, we don't use such activities.

Interviewer: But do you believe they are more helpful to develop speaking skills?

Answer: Definitely, no doubt at all.

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

Answer: To tell you frankly, I need some teaching aids like radio cassette, DVD and TV to show them some films, stories, especially when they are told or spoken by native speakers. But the school didn't supply us so far.

Interviewer: Do you advise your students to use them at their own homes?

Answer: Yes, I do.

Interviewer: How do you know whether they used or not?

Answer: Actually, I don't check whether they used or not. But I advise them to use.

Teacher Two

1. During our class observations I could also see that students participated less in the classroom. Do you have any mechanism to initiate your students to learn speaking skills outside the classroom, especially in their real life?

Answer: As I told you I advise them to use audio/video materials at their home. Additionally, I tell them to communicate with their friends from other schools and etc.

2. What should your students do to develop their speaking skills?

Answer: They have to take the risk. Students are afraid of speaking English in front of people. They have to watch movies, listen to radios, or television.

Interviewer: Yeah, students may afraid of speaking English in front of people. But do you have any mechanism or strategy to solve this?

Answer: I don't think there is strategy here. They have to experience this by themselves.

Teacher three

1. From our last time classroom observations and the recordings, I recognized that students were reading model dialogues for most of the time. They were also being asked to complete the blank dialogues with suitable expressions. Do you think students benefit speaking skills from such activities?

Answer: I know that this is not a good way of teaching speaking. But what can I do? The ministry of education wants us to practice this curriculum.

Interviewer: Yeah, I believe we have to implement the government policy. But can't we modify those activities according to the need and interest of the students, as the aim of teaching speaking is developing fluency?

Answer: We can. But it needs time and materials to teach in such away. Perhaps it might be an extra work.

2. During our class observations I could also see that students rarely participated in pair or group discussions. They were hardly seen participating in activities such as interview, role play/drama, oral report, panel discussions or debating. Would you tell me the reason?

Answer: One thing, the students themselves don't like to speak in English. They are afraid of speaking in front of the class. So we prefer using only the book and make them do the exercises according to our annual plan. The other thing as I told you before, we don't have time.

Interviewer: Can't we solve the problem that students resist to speak in English?

Answer: We can't force them to speak in English. Really they don't like to speak in English.

Interviewer: Do you think it is the problem of interest or performance?

Answer: Both

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

Answer: I definitely believe these are very important. But we don't have any language laboratory in our school.

Interviewer: But do you advise your students to use them at their home or home areas?

Answer: Yes, I usually advise them.

Interviewer: Do you have any means of checking that they used or not? **Answer:** To tell you frankly I don't.

4. As we discussed earlier, students participated less in the classroom. Do you have any mechanism to initiate your students to learn speaking skills outside the classroom, especially in their real life?

Answer: What I do is I advise them to speak with friends or someone from a village I think this is what we can do.

5. What should your students do to develop their speaking skills?

Answer: They must not be afraid of speaking English. They have to have interest to learn by themselves.

Interviewer: Would you tell me how to develop their interest?

Answer: Ah..., may be by telling the advantage of speaking English

Appendix F

The Fourth Day Observation (Monday)

T: Good morning, class.

Sts: Good morning, sir.

T: Ok, today we have a guest among us. Pay attention and let's do the dialogue on the extracted page together. But before that, let me tell you how to communicate with people by using different expressions. When we talk with people we share ideas. We want to check some ideas by using expressions like... are you sure...? Or we want to tell that we are not certain about something by using expressions like... I doubt..., I am not sure..., I am not certain ..., I want to know... and others. Now, please read the dialogue by yourself for five minutes. Now, silent everybody.

Sts: (Everyone was reading the following dialogue independently).

Section 4:Speaking

Part 1: *Saying you are sure or not sure.* Study the following dialogues. The speakers are saying they are sure or not sure about something. Think carefully about the words printed in *Lensa*.

A: I've lost my pen.

B: Are you sure?

A: Definitely. I've looked everywhere.

B: Are you certain that you didn't leave it at home?

A: Yes, I'm quite sure. I was using it during the history lesson.

B: Don't worry. I'm sure someone will find it.

A: I wonder where

C is. We've been waiting for over half an hour. Are you sure you told her to meet us here?

B: Positive. I gave her very clear directions.

A: You must have told her the wrong time then.

B: Well, I'm not sure about that. I think I said four o'clock but I'm not certain I may have said three.

A: Oh, let's go then. I doubt if she'll come now.

T: Now, I want two students to act like A and B. Ok, Fatumatake A, Berhanu B. Continue. After *Lensa* and *Buliti* took parts in reading the dialogue:

T: Thank you very much. Sit down please. Please clap for them.

Sts: (Clap....)

T: Again another two students to read the dialogue. Ok, *Lensa* and *Musa*. Continue.

Lensa: I've lost my pen.

Musa: Are you sure?

Lensa: Definitely. / difini:tly/. I've looked everywhere.

T: Don't say /difini:tly/,Lensa. Please say /definatly/.

Lensa: / definatly/.

T: Yea.

Musa: Are you certain that you didn't leave it at home?

Lensa: Yes.... Yes, I'm quite sure /su:r/. I was using it during the history lesson.

T: Lensa, say /shu: r/.

Lensa: /shu: r/

Musa: Don't worry. I'm sure someone will find it.

Lensa: I wonder where C is. We've been writing for half an hour. Are you sure you hold her to meet us here?

Musa: Positive. I gave her very clear directions.

Lensa: You must have told her the wrong time then.

Musa: Well, I'm not sure about that. I think.... I think I said four O'clock but I'm not certain. I may have said three.

lensa: Oh, let's go then. I doubt if she'll come now.

T: Excellent. Clap for them.

Sts: (Clap...)

T: Now read again some way of saying **you are sure or not sure** and ways of asking of some one is sure.

Sts: (Read these expressions)

Saying you are sure **Saying you are not sure**

I'm sure/certain I'm not sure

I'm quite sure I doubt that/ if

There's no doubt (about it)it's doubtful that/if...

I'm positive. 'think'

Definitely. May/might

I'm fairly sure.

Asking if someone is sure

Are you sure/certain...?

You're (quite) sure ..?

Is there any doubt about it?

T: Now, let's come to exercises. Look at the instruction.

Work in group of three.

Student A is looking for the director to give a message.

Student B saw the director in his office 20 minutes ago.

Student C saw the director leaving the school. Act out the dialogue. Take turns being student A, B and C.

T: So, based on this make a group of three and do in such a way.

Sts: (Made group and read the dialogue)

A: Hello, Dawit, how are you?

B: I'm fine and you?

A: I'm Ok. Thanks. Have you seen the director?

B: Y..e..s, I saw him in his office 20 minutes ago.

A: Is he still there?

B: I think so.

A: Are you sure?

B: I'm fairly sure.

C: Hello, how are you?

A and B: Fine, thank you.

A: Have you seen the director?

C: Yes, I saw him leaving the school 5 minutes ago.

A: Are you sure?

C: Definitely.

A: Thank you.

C: You're welcome.

T: Now who can act out the dialogue?

Sts: (Some students raised their hands, me... me... me)

T: OK, actually we don't have time now. Get ready for the next time... for Thursday. Till then please do exercise 2 as home work for Thursday.

Exercise.2. A8.8 Speaking (As page 141), Complete the following dialogue with suitable expressions

Bontu: Did you see the woman from the bank?

Meti: Yes, I did.

Bontu: She is responsible for giving credit to the rural women.

Meti: Are you _____ that she is the one?

Bontu: I'm _____

Meti: Do you _____ that we will get loan?

Bontu: why not? There is no _____ about it.

Meti: What makes you so _____?

Bontu: she appreciated our efforts.

Meti: We will be happy, if we get the money.

Bontu: _____

The third Day Observation (Thursday)

Teacher three

T: Good afternoon, class.

Sts: Good afternoon, teacher.

T: I think we have homework. Yes?

Sts: y...e...s!

T: Let's do it together. What's the answer for the first empty space?

S1: Sure.

T: Is he right, class?

Sts: Y...e...s!

T: Correct. What about the second dash?

S2: Certain.

T: Is she right?

Sts: Ye No...Yes... right.

T: It can be certain or sure. Both are right. Continue.

The next?

S3: Do you think...?

T: Exactly. Do you think? Who can answer the next one?

S4: Doubt?

T: Yes, doubt. Exactly. Again the next dash.

S5: certain.

T: Agree?

Sts: Y...e...s!

T: Ok, the answer for the last dash will be...? Say it together.

Sts: Definitely.

T: Right. Now today we will work on part 2. Telling a story. Do you like to tell a story?

Sts: Yea...!

T: Now, look at the pictures below. What do we mean by endangered Ethiopian animals? Why do you think these animals called endangered? Also tell him/her what you learn from this animal (look it from, page 199). Now do it with your partner.

(S1 and S2 in their pair work)

S1: what is the cause?

S2: (Turi nan ilaala) S1: (jedhikaa....)

S2: (laughs ...)

S3 and S4:

Teacher,...nuufhingalle::

T: Tell the cause and tell about the story to your friend, to each other. Ok?

T: Now, who can tell us the story? No one? Ok, let's make this one home work and who can tell us any story you like? Amare... come please.

Amare: Once there was an old man. He have three children. All are lazy. He wanted to teach his sons how to dig the ground. The man was ill. He was going to die. Then he called all his children and told that he had gold which is full of a sack. But he buried under the ground in the field. So he told all his children to dig the ground and take his gold when he died. After the man died, all the children dig the ground in the field. But they didn't get any gold. One of the boys said like this. . "Our father is wise; he wanted us to dig the ground systematically to teach us how to work. Now we don't leave this ground without anything. Let's saw the teff and cultivate it' he said. All the three children saw the teff and said,' We don't want any gold than teff.'

T: Please clap for Amare.

Ss: (Clap....)

T: Every one of you should have a story to tell to your friends for the coming period.

Till then have a nice time.

Teacher 4.

The Fourth Day Observation

T: Good afternoon, students.

Sts: Good afternoon, miss.

T: Ok, students, our today's topic is 'saying you are sure or not sure'. When we talk with people, we share idea. Yes? And, when we talk we agree, disagree or hesitate. So, we have some expressions for this. Look at some ways of expressing your ideas when you want to agree, doubt or want to ask some questions. Look at the next. Now read it silently.

Sts: (Read the following model dialogue silently).

Section 4: Speaking Part 1: Saying you are sure or not sure. Study the following dialogues.

The speakers are saying they are sure or not sure about something. Think carefully about the words printed in bold.

A: I've lost my pen.

B: Are you sure?

A: Definitely. I've looked everywhere.

B: Are you certain that you didn't leave it at home?

A: Yes, I'm quite sure. I was using it during the history lesson.

B: Don't worry. I'm sure someone will find it.

A: I wonder where C is. We've been writing for over half an hour. Are you sure you told her to meet us here?

B: Positive. I gave her very clear directions.

A: You must have told her the wrong time then.

B: Well, I'm not sure about that. I think I said four O'clock but I'm not certain I may have said three.

A: Oh, let's go then. I doubt if she'll come now.

T: Now, have you understood how to ask or answer when we talk with people. Do you have any question?

Sts: No

T: Ok, read the dialogue on page 141 with three and work together.

Exercise 1 Work in group of three. Student A is looking for the director to give a message. Student B saw the director in his office 20 minutes ago. Student C saw the director leaving the school. Act out the dialogue. Take turns being student A, B and C.

A: Hellow, Dawit, how are you?

B: I'm fine and you?

A: I'm Ok. Thanks. Have you seen the director?

B: Y..e..s, I saw him in his office 20 minutes ago.

A: Is he still there?

B: I think so.

A: Are you sure?

B: I'm fairly sure.

C: Hello, how are you?

A and B: Fine, thank you.

A: Have you seen the director?

C: Yes, I saw him leaving the school 5 minutes ago.

A: Are you sure?

C: Definitely.

A: Thank you.

C: You're welcome.

Ss: (read the dialogue and discussed in Afan Oromo)

T: Now, is there any one to act like A, B and C?

Sts: (Everyone was silent).

T: Any question? Ok, if you don't have any question, this is the way how to ask and answer when we give our ideas to others. See you next time.

The next Day Observation

T: Have you done your homework of last time?

Ss: Yes... No...!

T : Who can answer the first question?

S1: Sure.

T : Exactly. The next?

S2: Sure.

T : Exactly, again sure. The next?

S3: Think.

T : Yea. Think is the answer. What about the next?

S4: Doubt.

T : Definitely. Next?

S5: Certain.

T : Is he right?

Ss: Yes...!

T: That's right. The last?

S6: Definitely.

T: He's right. Now, our today's topic is 'Telling a Story'. Before you tell us your own story, please work this exercise together and about the endangered Animal in Ethiopia.

Ss: (Started discussion in A/oromo and Persisted in talking about the pictures).

T: Work with a partner. Make up a short conversation like this one about activities that you take part in (for example, learning English, a hobby, a sport)

Example: playing in the school football team.

St.A: How long have you been playing in the school football team?

St. B: Not for very long. Only for about three months.

St. A: How do you like it?

St. B: It is good fun, but it takes up a lot of time after school.

T. I fit so do like this the same activities. For next time ready to tell any story orally.

Till then have a nice time.