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**EFL TEACHERS' PRACTICE AND USING TECHNIQUES OF
TEACHING SPEAKING SKILLS AND CHALLENGES THEY FACE:
THE CASE OF GRADE TEN STUDENTS AT SEKA SECONDARY
SCHOOL**

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EFL Teachers' Practice and Using Techniques of Teaching Speaking Skills and Challenges They Face: The Case of Grade Ten Students at Seka Secondary School.

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Declaration, confirmation, approval and evaluation

Research Title: EFL Teachers' Practice and Using Techniques of Teaching Speaking Skills and Challenges They Face: The Case of Grade Ten Students at Seka Secondary School
Submitted to College of Social Sciences and Humanities Department of English Language and Literature in partial fulfillment of the requirements for the Degree of Master of Art in TEFL. Teweb Goshyrad hereby I declare that this M.A. Thesis is my original work and has not been presented for a degree in any other University and that all source of materials used for the thesis have been duly acknowledged.

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ABSTRACT

The purpose of this study was to investigate EFL teachers' practice and using techniques of teaching speaking skills and challenges they face: the case of grade ten students at Seka Secondary school. The study mainly focused to find out the practical implementations of teachers', students' roles and challenges teachers face while practicing and using techniques of teaching speaking skills in the classroom.

Descriptive research design was employed to establish the existence of phenomena by explicitly describing them. All of grade ten English teachers and students involved in the study.

The data were collected by using three tools: questionnaires, classroom observation and interview. Random sampling techniques used to select students' questionnaire and teachers' interview. Data were analyzed by quantitative and qualitative methods. The results of data gathered from questionnaire and classroom observations showed that, the practical implementations of teachers' role in practicing and using techniques of teaching speaking skills in the classes were low. Additionally, from the results of interview analysis, teachers did not create enough opportunities for the students to use English in their real life communication.

According to the findings, the major challenges that affecting, practicing and using techniques of teaching speaking skills in the classes were large number of students, shortage of time, student's poor ability and lack of interest while learning speaking skills. So, teachers prefer using dialogues and instructions in teaching speaking skills in different classes instead of interview, role play, debate, oral report and storytelling. Although number of challenges that influence English teachers practicing and using technique of teaching speaking skills, it was very relevant for students' future oral proficiency. Therefore, based on the findings the researcher recommended that practicing and using techniques of teaching speaking skills were very important for the students to improve their proficiency in speaking English.

Key Words: - *Speaking skill, practice, techniques, and challenges.*

LIST OF TABLES

Table 1. Response of students related to teachers' roles to implement the speaking skill	25
Table 2. Responses given by the students on the kind of techniques used by the teachers.....	28
Table 3. Responses given by the students on the kind of activities they perform to learn speaking skills.....	30
Table 4 . Students' responses on their role implementations.....	32
Table 5 .The checklist for Identifying the Role of Teachers	35
Table 6. The Checklist for Identifying Techniques used by Teachers	37
Table 7. Thechecklist for Identifying Activities used by the Teachers	39
Table 8.The checklist for Identifying the Role of Students	41
Table 9. The checklist for Identifying classroom Organization	42

Table of Contents

Contents	Page
Declaration, Conformation, Approval and Evaluation.....	i
ACKNOWLEDGMENTS	ii
ABSTRACT.....	iii
LIST OF TABLES.....	iv
Table of Contents.....	iv
CHAPTER ONE: INTRODUCTION.....	1
1.1. Background of the study.....	1
1.2 Statement of the problem.....	3
1.3. Objective of the study.....	4
1.3.1. General Objective.....	4
1.3.2. Specific Objectives.....	4
1.4. Significance of the study.....	5
1.5. Delimitation of the study.....	5
1.6. Limitation of the study.....	5
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	6
2.1 Speaking and its place in Language Teaching.....	6
2.2. The Role of Teachers in Teaching Speaking Skills.....	7
2.2.1. General Roles of Teachers.....	7
2.2.2 The Role of Using Appropriate Techniques.....	8
2.2.2.1 Elicitation Techniques.....	8
2.2.2.2. Techniques of Assessing Speaking Skills.....	9
2.2.2.3 Techniques of Responding to Learners' Errors and Mistakes.....	9
2.2.3. The Role of Teaching Speaking Strategies.....	10
2.2.4 The Role of Developing Speaking Activities.....	11
2.3 The Role of Students in Learning Speaking Skill.....	13
2.3.1 Learning Strategies.....	14
2.3.1.1 Cognitive Strategies.....	14
2.3.1.2 Meta-cognitive Strategies.....	14
2.3.1.3 Socio-Affective Strategies.....	14
2.3.1.4 Communicative Strategies.....	15
2.3.2 Learner Attitudes, Motivation and Self-esteem.....	15
2.4 The Role of Learning Materials.....	16

2.5 Challenges in Teaching Speaking Skills in Classroom.....	16
2.5.1 Class Size	17
2.5.2 Classroom Condition.....	17
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	19
3.1. Introduction.....	19
3.2. Research Design.....	19
3.3. The Research Setting	20
3.4. Population of the study	20
3.5 Sampling Techniques and Sample Size	20
3.6. Data Collection Instruments.....	20
3.6.1. Students’ Questionnaires.....	21
3.6.2 Classroom Observation	21
3.6.3. Teachers’ Interview.....	22
3.7. Procedure of the Study.....	23
3.8. Ethical Considerations	23
3.9. Validity and reliability	23
3.10. Methods of data analysis.....	24
CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION	25
4.1. Analysis of the Data from Students’ Questionnaire.....	25
4.1.1. Teachers’ Roles to Implement the Speaking Skill	25
4.1.2. Techniques Used by the Teachers.....	28
4.1.3. Activities Developed by the Teachers.....	30
4.1.4. Students’ Role Implementation.....	32
4.2. The analysis of data obtained through Classroom Observation.....	35
4.2.1. The role of teachers in teaching speaking skills.....	35
4.2.2. The Role of Teachers in Using Teaching Techniques	37
4.2.3. Activities Done in the Classroom	39
4.2.4. Students’ role Implementation	41
4.2.5. Classroom Organization/Arrangement.....	42
4.3 Analyses of data obtained through Interview	43
4.3.1. Teachers’ Interview.....	43

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	46
5.1. Introduction.....	46
5.2. Summary	46
5.3. Conclusions.....	46
5.4. Recommendations.....	48
References.....	50
Appendix A.....	i
Questionnaire for students	i
Part I: Teacher’s rolesto implement the speaking skill	ii
Part II: Techniques used by the teacher	iii
Part III: Activities Developed by the Teachers.....	iv
Part IV. Student’s Role Implementation	v
Appendix B	vi
Classroom Observation Checklist.....	vi
Part I: Teacher’s Roles to implement the speaking skill.....	vi
Part II: Techniques used by the teachers.....	vii
Part III: Activities done in the classroom.....	viii
Part IV: Students’ Role Implementation.....	ix
Part V: Classroom Organization / Arrangement	x
Appendix C	xi
Interview for English teachers	xi

CHAPTER ONE: INTRODUCTION

1.1. Background of the study

Language is communication of thought and feeling through a system of arbitrary signals, such as voice sounds, gestures or written symbols. In learning language including English, each student should learn four language skills (listening, speaking, reading, and writing). According to Bakers (2003:4), the four skills have their own function in a language; one of the most important skill is speaking. Bailey (2005:2) states that the definition of speaking is productive oral skill that students should be familiar with sentences that are using in speaking. It is not enough to have students listen the teachers' explanation. Now, teachers have to get the students to improve their speaking skills. It is essential that English teachers pay great attention in teaching speaking skills. The serious consideration of speaking as a decisive skill in a second/ foreign language teaching-learning can be generally dated to the subsequent years of the second world war (Brown, et, al.1989:2).

Scholars who have been able to see the importance role of speaking in foreign language teaching have pointed out that the written language alone could not give the necessary competence in a foreign language as the students have been devoid of the start of speaking skills which are highly valued within the educational system (Brown et al.1984:5). Teachers , too, have begun to give recognition to the learning potential the speaking skills have started to assign a certain place for it in their class activities.

Suryani (2010:1) states that in English classroom context, in order to develop the learner's ability to communicate, a teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner. In other words, teaching speaking is the ways of teachers teach the students in how to communicate and explain what they want to say. As well as to get the interactions from the students in classroom. It should be performed in a well-constructed sentence, clear and enough information.

Bailey (2005:72) suggests that the teacher should adopt and vary the techniques of teaching speaking skills. The techniques that include free talk, retelling, storytelling describing pictures and speech contest acting. The teachers should be able to encourage the students to speak up.

Haliday, (1990:96) ... it is quicker and more effective to check whether a student knows the answer by asking a question orally in class than setting a written test every time. It is

interesting to note that speaking, though viewed by some people even today as a skill desirable in itself, its role as an essential equipment for learning other things is prized more greatly and is getting the attention of researchers and teachers in the day to day teaching activities (Jones,1993:33).

It is believed by many scholars to be the most natural way of learning a new language (Rivers, 1989:110).At the same time, from teachers practical activities and the research studies conducted concerning its importance and place in language teaching -learning, it has come to be understood as a vehicle of language learning through which much language is learnt (Bygate, 1993: Vii)

Jeremy Harmer (2001) in his book “How to teach English” states that as teacher it is important to give the students speaking task which provoke them to use all and any language at their comment such as rehearsal, feedback and engagement. Rehearsal is getting students to have a free discussion, gives them a chance to rehearse and have discussion outside of the classroom. Feedback is the speaking tasks where the students are trying to use all and any language they know provide feedback for both of the teachers or students. Engagement is the good speaking activities and should be highly motivating, because if the students can participate in activities well and the teacher has set up the activities properly and providing systematic feedback, as they will get satisfaction from it. Besides, the teacher’s role, the students play a great role in assigning speaking skills. They are expected to participate in teaching learning process in different way. One of the most important outcomes of the movement towards more communicatively oriented language, learning and teaching has been the enhancement of the role of the learner in the language learning process (Wenden, 1991: Xi).

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

Generally, speaking is a means of socializing oneself with others in and outside the classroom (Richards, 1989;Brown etal.1984), Of increasing the students’ confidence by reducing

tension, and internalizing pronunciation, stress and intonation of a language (Rivers, 1988; Oxford, 1990). Hence, since it is central to classroom education and almost everything goes through it, teachers and researchers in language teaching-learning insist that putting a great effort is necessary to develop speaking competence (Brownetal.1984:10).

1.2 Statement of the problem

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

Harmer (2007, P.344) stated that teaching speaking is to teach students to develop their communication skill as their English improves, such as making them aware of what real conversation looks like and helping them use some of important phrases. In speaking, students do not only have to be able to speak fluently but also have to pronounce phonemes correctly, use appropriate stress, intonation patterning, speak in connected speech and understand what, why, when and where to produce language as sociolinguistic competence.

Students 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 observe the social and cultural rules that apply in each communication situation.

While the experience of teaching English at Seka Secondary School for about thirteen years, the researcher observed the students who have faced difficulty in using speaking for real communication even after completing high school in using speaking skills real communication. They are rather forced to use their first language instead. In addition, due to lack of assessment of speaking skills and teachers practice and using techniques of teaching speaking in the classroom, learners do not pay attention to use English language, thus leaving graduates with low oral skills the researcher believes that ineffective learning might result from ineffective teaching speaking skills.

Therefore, he thinks that the roles of English teachers in developing speaking skills are very important to help students to develop speaking skills in formal schooling system.

Even though research has been conducted in to the teaching of speaking skills internationally, very little has been done in Ethiopia. Fasil (1992) and Tsegaye (1995) have conducted a research on speaking strategies employed by secondary schools and college students respectively.

Tesfaye (2007) studied how oral skills are taught and Jenenew (2006) made a survey on teachers' and students role implementation in EFL speaking classroom. Nevertheless, none of these studies has revealed those English teachers' practice and using of techniques of teaching speaking skills as a whole. 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. Therefore, in this study an attempt was made to investigate EFL teachers practice and using techniques of teaching speaking skills and challenges teachers might face: the case of grade ten students at Seka Secondary School. In doing so, the researcher intended to raise the following research questions to answered at the end of the study.

1. What techniques do teachers use to teach speaking skills?
2. What activities do teachers use to teach speaking skills?
3. How do English teachers encourage the students to speak in speaking class?
4. What are the challenges teachers faces in teaching the speaking skills?

1.3. Objective of the study

Teachers' practice and using of techniques of teaching are important for understanding and improving students learning speaking skills. They are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well- being and shape students learn environment, motivation and achievement

1.3.1. General Objective

The main objective of this study was to investigate EFL teachers' practice and using techniques of teaching speaking skills and challenges teachers might face: the case of grade ten students at Seka Secondary School.

1.3.2. Specific Objectives

- ❖ To point out the techniques used by teachers to teach speaking skills.
- ❖ To find out the types of activities teachers use when they teach speaking skills.
- ❖ To identify how English teachers encourage the students to speak the language in the class.
- ❖ To identify the challenges teachers face while teaching speaking skills, if there are any.
- ❖ To find possible solution that would help to alleviate the problems in speaking, teaching-

learning strategies.

1.4. Significance of the study

The researcher hopes and believes that the findings of the study would have the following benefits for beneficiaries

1. The study provides to English teachers with a better understanding of applying appropriate techniques of teaching speaking skills in the classroom to help their students to develop speaking abilities.
2. The study might help English teachers' to identify the challenges that affecting the practice and the using techniques of teaching speaking skills in the classroom and there by forward some feasible mechanisms to the betterment of teachers' practice and using techniques of teaching speaking skills.
3. This study could serve as a reference for anyone who might wish to conduct a further research on a similar topic.
4. Finally, the study may give alternative ideas and important recommendations to the curriculum designers, administrators and supervisors on how to assist English teachers teaching speaking skills.

1.5. Delimitation of the study

The finding of this study would be more reliable if it included additional schools and classroom levels. However, due to time, financial and other constraints the study was delimited both in its width and depth. Accordingly, this study was conceptually confined to investigate English teachers practice and using techniques of teaching speaking skills and challenges they face: the case of grade ten students at Seka Secondary School.

1.6. Limitation of the study

The quite challenging to demonstrate all aspects of practice and using techniques of teaching speaking skills within a short period of time and it would require an intensive study which caters for all aspects of practice and using techniques of teaching speaking skills. The fact that a little or no research has been done in this area has created a problem. So, the research couldn't find depth research material on the area.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

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

2.1 Speaking and its place in Language Teaching

Speaking a foreign language correctly is perhaps the most difficult of all skills. When speaking, not only is a speaker required to put words together in an understandable way, but also he/she has to speak them in an intelligible fashion (Jones, 1993:7). Moreover, when, for example, conversing with someone, an instant reaction or thought is called for. If, on the other hand we take writing, there could be perhaps enough time to think about and to look up the words and expressions we are using in dictionaries, and at the same time, there could be time for second thoughts for going through what has been written again and again. However, speaking, despite being the most difficult compared to the other skills, has been given little or no recognition in educational thinking and certainly it has not been considered as a vehicle of language.

It has been in many ways an undervalued skill which could perhaps be because we can almost all speak compared to writing and reading and so take the skill too much for granted, or due to the fact that speaking is transient and improvised and can therefore be viewed as facile, superficial, or glib (Bygate, 1993:vii). Traditionally, therefore, for these and other reasons, the first- task of teachers have been to ensure that children could read and write. In other words, as Holiday notes, once a child is literate, it is assumed that he/she can use written language as a tool for learning in the same way that he or she has always learnt through spoken language (Haliday, 1990:96).

Nevertheless, despite the little recognition given to it in educational thinking, the dynamic changes and developments in methods of language teaching throughout history reflect recognition of changes in the kind of proficiency learners need, such as a move toward oral proficiency rather than reading comprehension, for example, as the only goal of language study (Richards et al. 1989:1).

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

2.2. The Role of Teachers in Teaching Speaking Skills

Jeremy Harmer (2001) in his book "How to teach English" states that as teachers it is important to give the students speaking tasks which provoke them to use all and any language at their comments. Such as rehearsal, feedback and engagement. Rehearsal is getting students to have free discussion gives them a chance to rehearse having discussion outside of the classroom. Feedback is the speaking tasks where the students are trying to use all and any language they know provide feedback for both of the teachers or the students engagement is the good speaking activities and should be highly motivating, because if the students can participate in activities well and the teacher has set up the activity properly and providing sympathetic feedback, they will get satisfactions from it.

Harmer in (2001:275) also states that "the teachers have to play different roles at the same time" like: feedback provider and participant.

- Feedback provider: teachers should be aware of when and how to give feedback in speaking activities because over-correction may inhibit students take the communicativeness out of activity. On the other hand, positively and encouraging correction may get students out of difficulty. Everything depends upon teacher acts and appropriateness of the feedback provider.
- Participant: the teacher can participate in discussion or role-plays themselves to prompt covertly; introduce new information to help activity along, ensure continuing students engagement and maintain creative atmosphere.

2.2.1. General Roles of Teachers

Learner responsibility can develop if teachers allow more room for learner involvement (Scharle and Szabo, 2000). In autonomous learning, the teacher is a facilitator of learning, an organizer of learning opportunities, a source person providing learners with feedback and encouragement, and a creator of the learning atmosphere and a learning space (Kohonen, et al, 2001:40).

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

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

Another important role cited by Nunan (Ibid) is motivation. He suggests that a teacher should motivate his students, arouse their interest and involve them in what they are doing.

To do so, he mentioned some key factors that the teacher should do the teacher's performance; his mastery of teaching skills, often dependent on careful preparation, his selection, presentations of topics, activities and his own personality (which language teaching must be flexible enough to allow him to be both authoritative and friendly at the same time).

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

2.2.2 The Role of Using Appropriate Techniques

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

2.2.2.1 Elicitation Techniques

Underhill (1987:45-86) has identified many different techniques to teach speaking skills. Discussion, oral report, role play, interview and learn-learner description / re-creation are interesting techniques to be used by teachers to develop speaking skills.

In addition to the above mentioned techniques, one can also use form filling, question and answer, picture stories, instructions, re-telling stories, and translation to teach speaking skills.

Lastly, Underhill (Ibid) suggests the systematic use of dialogues, sentence correction and reading aloud as alternative teaching techniques to elicit speaking.

2.2.2.2. Techniques of Assessing Speaking Skills

After the learner himself, the teacher is a person who has the most experience of the learner's speaking ability in the foreign language.

Underhill (1987:27) claims that teacher assessment can be carried out either on the spot or as a continuous assessment over a period of time. According to him, a third possibility is to base the assessment on a specific period, for example, one week during that period the teacher takes care to ensure that every learner has an equal opportunity to speak. In each case, the teacher will use a rating scale, for a spot judgment, he recommends that there might be specific situations described to help focus the mind.

Underhill (Ibid) suggest that a teacher's assessment will be based on a long term exposure to the learner's language, in a variety of activities and situations as follows; For a continuous assessment, the teacher's judgment is formed as a gradual process rather than a student decision. Each time the learner attempts a task in class, the teacher has in effect, administered a single item test. The total of all these tests proficiency, and unlike a short oral test, will not be influenced by short term individual variations such as illness nervousness, fatigue on a particular day. A carefully kept teacher's record of his/her learner's daily oral performance will make an excellent cumulative oral test (Underhill, 1987:27).

From this we can understand that speaking skills are better assessed in a continuous based than a single spot test. It has also been suggested that a teacher needs to keep his/her record of students' performance over a long period of time.

2.2.2.3 Techniques of Responding to Learners' Errors and Mistakes

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

- Teachers can stop the student and either
- Promote him to correct himself by indicating the nature of the error or mistake or where it was in the sentence.
- Encourage other students to supply a "correction"
- They can make a note of the error or mistake and draw attention to it at altar stage individually or with the whole class

2.2.3. The Role of Teaching Speaking Strategies

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language process. Effective teachers teach students speaking strategies: using minimal responses, recognizing scripts and using language to talk about language... that they can use to help themselves expand their knowledge of the language and their confidence in using it. These teachers help students learn to speak so that the students can use speaking to learn (Kohonen, et al, 2001:40).

The language teacher aiming of training his students in using language learning strategies should learn about the students, their interests, motivations, and learning styles. The teacher can learn what language learning strategies students already appear to be using observing their behavior in class. Do they ask for clarification, verification or correction? Do they cooperate with their peers or seem to have much contact outside of class with proficient foreign language users? Besides, observing their behavior in class, the teacher can prepare a short questionnaire so that students can fill in at the beginning of a course to describe themselves and their language learning. Thus, the teacher can learn the purpose of their learning a language, their favorite kinds of class activities and the reason why they learn a language. The teacher can have adequate knowledge about the students, their goals, motivations, language learning strategies, and their understanding of the course to be taught(Lessard-Clouston, 1997:5).

It is the fact that each learns within the same classroom may have different learning styles and varied awareness of the use of strategies. The teacher cannot attribute importance to only one group and support the analytical approach or only give input by using the auditory mode. The language teacher should, therefore, provide a wide range of learning strategies in order to meet the needs and expectations of his students possessing different learning styles, motivations, strategy preferences, etc. Therefore, it can be stated that the most important teacher role in foreign language teaching is the provision of a range of tasks to match varied learning styles (Hall, 1997:4).

In addition to the students, the language teacher should also analyze his textbook to see whether the textbook already includes language learning strategies or language learning strategies training. The language teacher should look for new texts or other teaching materials if language learning strategies are not already included within his materials. The language teacher should also study his own teaching method and overall classroom style.

Analyzing his lesson plans, the language teacher can determine whether his lesson plans give learners chance to use a variety of learning styles and strategies or not. The teacher can see whether or not his teaching allows learners to approach the task at hand in different ways. The language teacher can also be aware of whether his strategy training is implicit, explicit or both. By doing so, the teacher can become better prepared to focus on language learners' strategies and strategy training during the process of his teaching (Lessard-Clouston 1997:5)

The range of strategies can be seen in the following list from Rubin and Thompson's (1982:165-168).

- Helping learners discover what of learning work best for them
- Helping learners keep on taking and understand the general gist of texts, rather than every language item of them.
- Helping learners ask for error correction and help, learn from the error they will make.
- Helping learners realize the relationship that exists between words, sound and structures, developing their capacity to guess and infer knowledge and out-of-class experience.
- Helping learners not to be so much concerned with accuracy that they do not develop the capacity to be fluent.

2.2.4 The Role of Developing Speaking Activities

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and other gives answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question (Nunan 1991:5-7).

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

Parrott (1993: 201-202) has identified various activity types designed to help learners develop their oral fluency.

- Information gap-activity: - students share ideas from each other through group work.
- Problem-solving activities: - the students work in groups one of the students in the group is given a bigger story and an expansion of the background. The students tell the rest of the group the story. The other students ask questions to try to discover the background.
- Role play is activities: - in which the learners play parts.
- Group discussion are activities:- in which the learners discuss and come up with the result (reach up on the consensus)
- Task-based activities:- are activities to perform certain tasks in order to use the language through them.
- Prepared monologues: - In these kinds of activities each student is asked to prepare to talk about a hobby or personal interests for two or three minutes etc.

Parrott(Ibid) recommends that teacher can use a balanced activities approach that combines language input (teachers talk, listening activities reading passages and language heard and read outside the class) structured output (which focuses on correct form), and communicative output (in which the main purpose is to complete a task) to help students develop communicative efficiency in speaking.

According to Richards and Rodgers (1986) the primary goal of material is to make classroom activities as meaningful as possible by supplying the extra linguistic content that helps the learner to understand and thereby to acquire, by relating classroom activities to the real world, and by fostering real communication among the learners (Richards and Rodgers, 1986:138-9)

Brumfit(1979) argues that although textbooks can help teachers, many of them don't and that even the best textbooks take away initiative from teachers by implying that there is some where an "expert" who can solve problems for the teacher and individual students on teacher dependence and the deskilling effect of course books. The answer, Brumfit suggests, lies in resource packs, sets of material with advice to teacher on how to adapt and modify the contents (Brumfit, 1979:30).

Acklam (1994:135) claims that the needs of specific class of learners can never be perfectly met by a single course book, even when the course book has been carefully designed to cater for the needs of learner in that context.

He suggests supplementation which means adding something new, stems primarily from the recognition of a deficit; it is an attempt to bridge the gaps between the course book and the demands of a public examination, or a course book and student's needs.

As mentioned in Acklam (Ibid) a teacher needs to check if there is enough pronunciation work, enough authentic listening materials and variety, enough speaking activities. Above all, he/she is expected to identify whether there are a good variety of peer practice activities.

2.3 The Role of Students in Learning Speaking Skill

Besides the teacher's role, students play a great role in assigning speaking skills. They are expected to participate in teaching learning process in different ways.

One of the most important outcomes of the movement towards more communicatively oriented language learning and teaching has been the enhancement of the role of the learner in the language learning process (Wenden, 1991: xi).

Cotterall and Crabbe (1999) believe that in formal educational contexts the most successful learners are autonomous (they accept responsibility for their learning; they constantly reflect on what they are learning, why they are learning and with what degree of success of learning).

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

Hedge (2000:76) agrees that an autonomous learner is one who is self-motivated, one who takes the initiatives, One who has a clear idea of what he/she wants to learn and one who has his/her own plan for pursuing and achieving his goal. She also characterized autonomous learners as those who:

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

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

2.3.1 Learning Strategies

Many researchers have defined the term language learning strategy. Richards and Platt (1992:2009) define it as “.... Internal behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information”.

Wenden (1991:18) further defines it as “mental steps or operations that learners use to learn a new language and to regulate their efforts to do so.” These definitions inform us that learning strategies are essential in learning a language. Therefore, learners have to be trained on how to use them to be autonomous.

Cohen (2007) notes that: the most effective way to improve learner awareness is to provide strategies as part of the foreign language curriculum. Recent research findings have shown that language strategies have an important role in making language use. They assist learners to grow into a more skillful and more capable of self-directed learning.

2.3.1.1 Cognitive Strategies

Hedge (2000:77) defines cognitive strategies as “thought process used directly in learning which enable learners to deal with the information presented in tasks and materials by working on it in different ways,” They operate directly on incoming information, manipulating it in ways that enhance learning (O’Malley and Chamot,1990).Cognitive strategies include repetition, resourcing, grouping, note taking, deduction, induction, substitution, elaboration, summarization, translation, transfer and inference.

2.3.1.2 Meta-cognitive Strategies

Meta-cognitive strategies involve planning for learning, thinking about learning and how to make it effective, self-monitoring during learning and evaluation of how successful learning has been offer working on language in some way (Hedge, 2000:78).

In addition, Wenden (1991:34) states “Meta-cognitive knowledge includes all facts learners acquire about their own cognitive processes as they are applied and use to gain knowledge and acquire skills in varied situations.”

2.3.1.3 Socio-Affective Strategies

According to Oxford (1990) cited in Williams and Burden (1997:152) “affective strategies, are concerned with the learner’s emotional requirements such as confidence, while social strategies lead to increased interaction with the target language”. In other words, Hedge (2000) confirms that socio-affective strategies are those, which provide learners with

opportunities for practice. For example, it includes initiating conversations with native speakers, using other people as informants about the language, collaborating on tasks, listening to the radio or watching TV program in the language to spending extra time in the language laboratory. They are related with social mediating activity and transacting with others.

2.3.1.4 Communicative Strategies

This category is sometimes included in the framework of learner strategies when learners use gesture, mime, synonym, paraphrases and cognate words from their first language to make themselves understand and to maintain a conversation, despite the gaps in their knowledge of the second language they are using communication strategies (Hedge, 2000:78-79).

2.3.2 Learner Attitudes, Motivation and Self-esteem

Language learning is not simply a cognitive task. Learners do not only reflect on their learning in terms of the language input to which they are exposed, or the optimal strategies they need in order to achieve the goals they set. Rather the success of a learning activity is to some extent, dependent up on learners' behavior towards the world and the learning activity in particular, their sense of self, and their desire to learn (Benson and Voller, 1997, 134-136). In other words, language learning as well as learning in general has an affective component. These are: attitudes, motivation and self-esteem.

Wenden (1991:52) defines attitudes as “learned motivations, values beliefs, evaluations, what one believes is acceptable, or responses oriented towards approaching or avoiding” for Wenden, two kinds of attitudes are Crucial: attitudes learners hold about their role in the learning process and their capability as learners. She argues learner beliefs about their role and capability as learners will be shaped and maintained by other beliefs they hold about themselves as learners.

The term “motivation” is frequently used in educational contexts; however there is little agreement among experts as to its exact meaning (Thanasoulas, 2007). What most scholars agree on is that motivation is “One key factor that influence. Motivation provides the primary force to initiate learning the L₂ and late driving force to sustain the long and often tedious learning process (Dornyei, 1998:117).

Self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual hold towards himself (Brown, 1987:101-102). If the learner has a strong sense of

self, his relationship to himself as a learner is unlikely to be marred by any negative assessment by the teacher. Conversely, a lack of self-esteem is likely to lead to negative attitudes towards his capability as a learner and to deterioration in cognitive performance (Wenden, 1991: 57).

To sum up, we have examined some of the factors that may enhance or militate against the learners' willingness to take charge of own learning and confidence. Therefore, we have to consider possible ways of promoting learner autonomy. Learners to be responsible for their learning, they need to develop the skill to use language learning strategies effectively and efficiently; they need to have positive attitude towards autonomous learning and lastly, they need to use every opportunity to learn the language. These efforts can be effective if teachers and students are responsible in practicing autonomous learning.

2.4 The Role of Learning Materials

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

According to Richards and Rodgers (1986) the primary goal of material is to make classroom activities as meaningful as possible by supplying the extra linguistic context that help the learner to understand and thereby to acquire, by relating classroom activities to the real world, and by fastening real communication among the learners.

McDonough and Shaw (1993:9-10) also suggests about the need on the institution and the specific programmer for which the materials is intended. This would include level within the educational system, time available, class size, physical environment, additional resources available (cassette recorder, video recorder, overhead projector, models, diagrams, charts flash cards, wall charts). From all mentioned so far, we can understand that a teacher is responsible for adapting the textbook according to the learners' need, interest, knowledge and language skills.

2.5 Challenges in Teaching Speaking Skills in Classroom

There are different problems which affect teaching speaking skills in classroom. Among these the most common are the following.

2.5.1 Class Size

There is no consensus when it comes the effects of class size on the student's learning, achievement, but many language teachers hold negative views to use different techniques of teaching speaking skills in large classes. Often we can hear them to say such words as “out of control”, “hard to organize class activities” or” impossible to communicate.” Similar Worries are also shared by many researchers. Kennedy (1996) feels that it is difficult to control what happens when the number of group passes a certain number.

Hayes (1997) shares the ideal size of language class is 30 at most, because only under such scale can offer enough chances for the students to communicate with each other .According to many teachers' views and complaints, Hayes classifies the problems associated with teaching in large classes in to five categories.

1. Discomfort caused by the physical constraints.
2. Control problems (discipline aspects).
3. Lack of individual attention;
4. Difficulty on evaluation.
5. Problems of charging learning effectiveness. These problems can be physical, psychological but to a great extent technical

2.5.2 Classroom Condition

The classroom condition is also one of the very decisive factors that affect teaching speaking skill in large classroom. Silberman (1996) points out that the physical environment in the classroom can make or break active and communicative learning.

Squazzin and Graan (1998) confirmed that the physical environment (Classroom arrangement, classroom appearance and lay out) contribute a lot to promote student center language learning. If the classroom condition is favorable and motivating, it facilitates interactive learning. Whereas if it is not conducive, it has potential to impede the teaching learning process. Among the classroom condition: the availability, adequacy, and the appropriateness of the furniture such as chairs and desks arrangement and class size can be the major one. Silberman further explained that if the seats are moveable, it could be possible to create interactive classroom situation.

Otherwise it can be difficult to facilitate teaching learning process in a way that students communicate actively in the classroom. Learners may not move round classroom and even go outside to do part of an activity. This could possibly have two important implications for the classroom arrangement;

1. The arrangement of desks and chairs should allow movement and communication.
2. The arrangement should be changed whenever necessary so that it is appropriate for teaching learning process. In general, when there is poor classroom condition, the teaching-learning process may face challenges to teachers and students performance in speaking skill.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

As it has been stated in the preceding chapters, this study was to investigate English teachers' current practice and using techniques of teaching speaking skills and challenges teachers face: the case of grade ten students in Seka secondary school. Hence, this chapter describes the design of the study, sources and types of population, sampling techniques, sample size, instruments of data collection, validity and reliability, methods of data analysis and ethical issues.

3.2. Research Design

The research design is the conceptual structure with in which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 1990:31). The main purpose of this study was to investigate English teachers' current practice and using techniques of teaching speaking skills and challenges the case of grade ten students at Seka Secondary School. In order to achieve this purpose, the researcher used descriptive research design. The researcher employed this method mainly because it was suitable and relevant for the study which looks in to what actually happens in the classroom concerning using techniques of teaching speaking skills. This kind of research involves a collection of techniques used to specify, delineate or describe naturally occurring phenomena without experimental manipulation (Slinger and Shahomy 1989). It is used to establish the existence of phenomena by explicitly describing them.

Mixed methods (qualitative and quantitative) were used in order to answer the questions raised in research question section. According to Creswell (2012) mixed methods approach is important and useful to draw strength and minimize the weakness of both methods. Thus mixed methods approach was chosen as methodology of this research. The methods were validated each other. The nature of the problem and the research objective invited the researcher to use this research method. Moreover, this method is more applicable for this study since the researcher supports quantitative data such as the practice and challenges in using techniques of teaching speaking skills in the classroom.

Based on their performance the data gathered through questionnaires from students, classroom observation and with qualitative data obtain from teachers through interview to validate and triangulate the responses from each other.

3.3. The Research Setting

This study was conducted at Seka Secondary School which is found in the West of Jimma town. This school was chosen for its proximity to the researcher and, he is one of English language teachers at this school.

3.4. Population of the study

The target populations of this study were Seka Secondary School English teachers and grade ten students in 2014 academic year. This comprises 16 English teachers and 600 grade ten students. So the researcher took English teachers and students to distribute questionnaire.

3.5 Sampling Techniques and Sample Size

According to Zamboni (2018), sample size is known as the group from which information obtained and the number of individual measured or observed using a survey. Based on the above assumption, the sample size of this study included 6 English teachers and 90 grade ten students of Seka secondary school.

Random sampling technique was used, to select the representative sample for this study. This kind of sampling technique was used as every unit included in the sample. This was the cause why the researcher decided to use this technique. Accordingly, all grade ten English teachers and students were included in the study.

3.6. Data Collection Instruments

The relevant data were collected through different instruments to strengthen and increase the reliability of data through triangulation (Creswell 2009). So, in order to obtain relevant and adequate information, the researcher used students' questionnaires, classroom observation and teachers' interview to collect data from the primary sources. i.e., grade ten English teachers and students of Seka Secondary School.

3.6.1. Students' Questionnaires

According to Thomas (2003), the main strength of questionnaires is that it enables researcher to provide a large quantity of factual information in a relatively short period of time. Additionally, Creswell (2012), a questionnaire widely used in second language acquisition research to solicit information about a certain conditions and practices in particular to collect data on phenomena which were not seen easily, observe such as attitudes and self-concepts. The researcher decided to use this tool at first at very beginning to gather information for his research to investigate English teachers practice, activities they use and using techniques of teaching speaking skills and challenges they face in classroom. The researcher used adaptation to modify the items from other similar questionnaires in previous studies which were Mebratu Mulatu and Amare Satenawu(2018), Herrera Gomez (2013).

The questionnaires were close-ended types which allow the respondents to answer without taking too much time. They were also direct, easy, interesting and grouped into two subtopics depending on the variables. The first sub-group focused in collecting data concerning teachers role, practice, the activities they use and using techniques of teaching speaking skills in the classroom. The second sup-group aimed to gather information about the students' role in learning speaking skills in the classroom.

It has both five point likert scale type response codes because, this kind of code is frequently used in educational research which is more reliable and takes less time to construct. The questionnaire consisted of 30 items aiming teachers' role, activities the teachers' use and using techniques of teaching speaking skills and 6 items for students' role in learning speaking skills. The questionnaires were distributed to 90 grade 10 students to gather information about their teachers' role, activities they use and using techniques of teaching speaking skills and with students' their role in learning speaking skills.

3.6.2 Classroom Observation

Classroom observation was used to gather first-hand information about the issue. Many scholars believe that observation provides accurate information about an issue under investigation. Kothari, (2004), defined observations are important tools that can be employed in descriptive research and other qualitative research types for gathering genuine and pertinent data on teachers' and students' behaviors in the actual setting.

Kumar, (2011) defined that observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. The main use of classroom observation for collecting data is to observe whether English teachers practice, activities they use and using techniques of teaching speaking skills in the classroom. In addition, the researcher observed the students' role in learning speaking skills, classroom organization and challenges teachers' face in the classroom.

In this study, the researcher used participant observation to observe five classes of the learner, the teachers' involvement in teaching speaking skills in classroom setting. To gather the data, the researcher arranged his schedule with the teachers and observed the class two times using an observation checklist which was prepared by the researcher. The observation checklist contains 'Yes' or 'No' answers in order to avoid the potential personal hypothesis that might occur in the meeting was given and what was being observed. The observations were carried out by the researcher. In addition, notes had been taken to support the information that was gathered through the checklist. This had taken ten times for both teachers. Each teacher was observed five times. This process had been in grade ten at Seka secondary school.

3.6.3. Teachers' Interview

Interviews were considered the most popular research tool for collecting qualitative data (Burns, 1999). The main purpose of using this instrument was to collect valid data concerning the importance of using techniques of teaching speaking skills, the authenticity of speaking activities in the textbook, the most commonly used activities and the challenges teachers might face while implementing techniques of teaching speaking skills in the classroom. Semi-structured interview format was selected on the basis of being the most appropriate type of this research purpose.

This type of interview is flexible and allows the interviewee to provide more information than the other one and the interviews may omit or add some of these questions depending on the situation and the flow of the conversation. This is the reasons why the researcher decided to use this interview type among from the others which means structured and unstructured formant. Six questions were prepared by the researcher based on the objectives of the study and the research questions. Then they were presented to the interviewees. However, the interview was not administered to all grade ten English teachers due the time constraints. So, it constructed only to four purposively selected teachers. Each interviewee had the chance to

answer each question freely. The researcher used the necessary materials, for example note books and Mobil phone for recording information. The interview was taken in the classroom. The interview session with teachers took from 10-15 minutes for each.

3.7. Procedure of the Study

Regarding data gathering procedure, the researcher followed a series of its producer in the study. Therefore, the pilot study was conducted prior to the administration of final questioners to all respondents. It was carried out by designing and developing the adapted questionnaires and they were submitted to my advisors for the sake of comment. After ensuring the appropriateness of the items in the questioner by advisers' and English teachers', the researcher oriented the participants briefly about the purpose and procedures of the study. Then after, the researcher administered the questionnaires for the participants. Finally, the researcher had interview with the participants.

3.8. Ethical Considerations

Creswell (2009) argues that researchers were always obliged to respect the rights, needs, values and desires of the participants. So, in conducting this study the researcher gave more emphasis to the following ethical issues. First, the purpose and procedures of the study were clearly explained to the participants who undoubtedly and voluntarily participated in the study given that the researcher is one of their own members. Secondly, in order to avoid any kind of misunderstanding or psychological harm, questions had been framed in a manner that is not offensive and disturb the personality of the participants. They also assured that the information they provide had been kept confidential. To ensure this, the researcher avoided any information that requires identification of names of respondents. Furthermore, the researcher insured that all of the authors and scholars whose works are to be used in this study had been fully acknowledged.

3.9. Validity and reliability

Before the actual data collection process, it was necessary to validate; the questionnaires were adapted to meet the objective of the study. In addition, reliability concerned with the question of whether the results of a study were repeatable (Bryman, 2012, P.46). Therefore, these questionnaires were given to my advisors in Jimma University and two English teachers in Seka Secondary School in order to evaluate the items critically concerning their validity, reliability and its clarity whether; they meet the objective of the study. Following this, the necessary improvements were made in the questionnaires depending on the comments of the

advisors and English Teachers. After doing this, Pilot study had been conducted to six experienced EFL teachers' selected from grade ten Seka Secondary School and 30 students who did not participate in the main research. After this, the reliability of the instruments were tested by Cronbach alpha method.

3.10. Methods of data analysis

Data analysis means “find meanings from the data and a process by which the investigator can interpret the data” (Burns, 2000:430). So after, the data were collected, it had been analyzed by using both quantitative and qualitative methods of data analysis. That is to say the data were tabulated and simple statistical technique which is percentage was used for the numerical interpretation. First, the data gathered through close-ended questionnaires were tabulated in terms of frequency, percentage values were calculated for the items in the questionnaire. This analysis was aimed at measuring how teachers' practice, activities teachers prefer to use and using techniques of teaching speaking skills. Thus, the data processing and analysis were employed by the SPSS version 25 software manual analysis of quantitative data. Next to that, the data gathered through classroom observation and semi-structured interview were analyzed by using qualitative method with textual/ thematic analysis. Finally, based on the findings, conclusions and recommendations were drawn.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1. Analysis of the Data from Students' Questionnaire

4.1.1. Teachers' Roles to Implement the Speaking Skill

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

Their responses are presented in the table below:

Table 1. Response of students related to teachers' roles to implement the speaking skill

No	Item: The role of the teacher in :	Respon dents with %	Very high (5)	High (4)	Averag e (3)	Low (2)	Very low (1)	Total
1.	Arranging and organizing your group discussion.	Res		10	15	41	24	90
		%		11.11	16.66	45.55	26.66	100
2.	Presenting the new language you need to practice in speaking systematically and meaning fully.	Res			15	35	40	90
		%			16.66	38.89	44.44	100
3.	Giving you chance to practice in speaking activities.	Res		2	14	44	30	90
		%		2.22	15.55	48.89	33.33	100
4.	Encouraging you to say something in English.	Res		12	27	38	13	90
		%		13.33	30	42.22	14.44	100
5.	Giving you appropriate amount of practice.	Res		6	10	40	34	90
		%		6.67	11.11	44.44	37.77	100
6.	Monitoring your performance to see that is satisfactory.	Res		6	20	44	20	90
		%		6.67	22.22	48.89	22.22	100
7.	Guiding and supervising you during your group/pair discussion.	Res		6	14	45	25	90
		%		6.67	15.55	50	27.77	100
8.	Providing you with activities for free expressions.	Res		2	4	45	39	90
		%		2.22	4.44	50	43.33	100
9.	Teaching you speaking strategies.	Res		3	5	40	42	90
		%		3.33	5.55	44.44	46.66	100
10.	Advising you to use your strategies to learn speaking.	Res		4	6	46	34	90
		%		4.44	6.67	51.11	37.77	100

As it can be seen in the above table, from the total of 90 students who gave responses to the items related to the role of teachers in arranging and organizing group discussion, only 10 (11.11%) and 15 (16.66%) answered high and average respectively. But the majority of the respondents 41 (45.55%) and 24 (26.66%) replied that the role of their teachers was low and very low in the order given above. This indicates that almost three fourth of the respondents 72% agreed that teachers conduct group discussion only occasionally. The classroom observation (from table 9) also showed that the teachers gave little attention to group work and they could not play active role here due to the fact that there was no conducive environment in the classrooms: large class size and uncomfortable seats among factors that constrain to arrange and organize group discussion.

Concurring the function of the teachers in presenting the new language item students need to practice in speaking, only 15 (15.11%) of the respondents reported that the teachers played average role. However, the majority of students 35(38.88%) and 40 (44.24%) reported that the action of the teachers in this respect was limited to low and very low respectively. The classroom observation 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) recommended, 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 practice in speaking activities only 2 (2.22%) and 14 (15.55%) of the respondents selected high and average respectively. But the majority of them 44 (48.88%) and 30 (33.33%) said that the role of their teachers were low and very low in the reproductive order. In addition, classroom observations also showed that students rarely participated in different activities in the classroom.

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 12 (13.33%) of the respondents reported high to the teachers' action to the point under discussion. The other respondents 27(30%), 38 (42.22%) and 13 (14.44%) chose average, low and very low respectively.

As the interview data revealed, the teachers admitted that they only advised students to speak English either in the class or outside the classroom. However, no teacher replied that approved while the students spoke or not.

The data Pertaining to giving appropriate amount of practice to students , only 6 (6.67%) of the respondents answered that the teachers played high role in this regard, but the other respondents 10 (11.11%), 40 (44.44%) and 34 (37.77%) replied that their teachers' duty as this points is concerned was limited to average, low and very low respectively. The classroom observations also showed that the roles of the teachers were highly limited to explaining the lesson. The students were hardly observed being involved in the practices contrary to Nunan (1991) suggestions; 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 and supervising the performance of the learners is that only 6 (6.67%) replied high, the others 20 (22.22%), 44 (48.88%) and 20 (22.22%) answered average, low and very low respectively. Classroom observation also revealed that, the teachers gave little attention, due to large class size and uncomfortable classroom environment; it was difficult to monitor students speaking skills in a continuous manner, even though Underhill (1987:27) suggests the application of it.

Regarding the role of teachers in teaching speaking strategies, only 8 students (3 and 5) replied high and average respectively. But almost all of the students 40 (44.44%) and 42(46.66%) answered low and very low in the given order shown in table1 (9). The teachers also said that they advised students to use English but they admitted that they rarely taught speaking strategies. Generally, responses of the majority of students and the data from classroom observations indicate that the role of the teachers in developing speaking skills was found to be low.

4.1.2. Techniques Used by the Teachers

As it has been discussed in the previous section, teachers have specific roles at different stages of the learning process (Nunan, 1991:1) to identify those specific role (techniques) ten items were asked and their responses are presented in the table below.

Table 2. Responses given by the students on the kind of techniques used by the teachers

No	Techniques used:	Respondent	Always (5)	Usually (4)	Some times (3)	Rarely (2)	Never (1)	Total
1.	Group discussion.	Res			40	50		90
		%			44.44	55.56		100
2.	Dialogues/conversation.	Res	54	32	4			90
		%	60	55.55	4.44			100
3.	Questions and answers.	Res	80	10				90
		%	88.89	11.11				100
4.	Translation/interpretation.	Res	38	50	2			90
		%	42.22	55.55	2.22			100
5.	Instruction.	Res	33	47	10			90
		%	36.66	52.22	11			100
6.	Panel discussion and debating.	%			16	74		90
		Res			17.77	82.22		100
7.	Oral report.	%			8	82		90
		Res			8.88	91.11		100
8.	Story telling.	%			10	50	30	90
		Res			11.11	55.55	33.33	100
9.	Interview	%				10	80	90
		Res				11.11	88.89	100
10.	Role play and drama	%			10	50	30	90
		Res			11.11	55.55	33.33	100

As it can be seen from the table above, 40 (44.44%) responded that the teachers used group discussion technique sometimes. But, more than half of the respondents 50 (55.56%) answered that this technique was rarely used in their classrooms. The classroom observations also showed that teachers used group discussion techniques occasionally.

Regarding dialogues / conversation, almost all the students 54(60%) and 32 (35.55%) replied that it was the kind of techniques that teachers used always and usually in the order given above. Only 4 (4.44%) of the respondents said that they used it sometimes. As mentioned above the data from classroom observation also indicated that reading dialogue is a dominant technique used in the classroom. For example, both teachers used it during all their classroom observation sessions.

As far as questions and answer (techniques) are concerned 80(88.88%) of the respondents answered that teachers always used these techniques. But the remaining 10 (11.11%) said that they usually used it. The classroom observations (from table 6) also indicated that both teachers used these techniques during the entire session of the visit.

Concerning translation / interpretation, the data depicted that 38 (42.22%) and 50 (55.55%) of the respondents, replied that the teachers used it always and usually respectively. Only 2 (2.22%) of the total students answered sometimes. From classroom observations (from table 6) the teachers used Afan Oromo instead of English to teach English in speaking skills.

Pertaining to using instruction or not, 33 (36.66%), 47 (52.22%) and 10 (11.11%) answered always, usually and sometimes respectively. The class observations from table 6 also showed that it was one of the techniques frequently used by the teachers in the classroom.

Regarding panel discussion and debating, only 16 (17.77) of the respondents replied sometimes but the majority of the students 74 (82.22%) reported that the teachers rarely used these techniques. The data from class observation from table 6 also showed that the teachers rarely used such technique.

Concerning oral report, role play/drama techniques, almost all the respondents, more than 82 (91.11%) students answered that the teachers rarely used it yet. The rest 8 students (8.88%) stated that they sometimes used these techniques to teach speaking skills. All the students respond that teachers never used interview techniques to teach speaking skills. The other specified tools (classroom observation from table 6) also showed that teachers never used interview technique to teach students to develop speaking skills.

Generally, as revealed in the data, the majority of the students answered that teachers used dialogues, questions, instruction and translation/interpretation techniques for most of their speaking in the classroom. This indicates that teachers did not consider balanced techniques to teach the students to develop their speaking ability.

4.1.3. Activities Developed by the 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 3. Responses given by the students on the kind of activities they perform to learn speaking skills

NO	Questions	Respondents	Always (5)	Usually (4)	Sometimes (3)	Rarely (2)	Never (1)	Total
	How often do you do each of the following activities							
1	Information gap activities such as sharing ideas with each other ?	Res.			12	53	25	90
		%			13.33	58.89	27.77	100
2	Problem solving activities (puzzles)?	Res.			5	35	50	90
		%			5.55	38.88	55.55	100
3	Role plays activities (taking the role of the others and acting)?	% Res.			10	20	60	90
		%			11.11	22.22	66.66	100
4	Group discussion?	Res.			12	18	60	90
		%			13.33	20	66.66	100
5	Task based activities (performing certain tasks to learn speaking)?	Res.				10	80	90
		%				11.11	88.89	100
6	Prepared monologues (in which each of you are asked to prepare to talk about hobby or personal interest for two or three minute?	Res.			15	25	50	90
		%			16.66	27.77	55.55	100
7	Drills (dialogues) in which one person asks a question and another gives answer?	Res.	65	18	4	2	1	90
		%	72.22	20	4.44	2.22	1.11	100
8	Questions and answer.	Res.	50	30	6	4		90
		%	55.55	33.33	6.66	4.44		100
9	Reasoning gap activities in which you give reasons.	Res.		3	15	20	52	90
		%		3.33	16.66	22.22	57.77	100
10	Describing activities of picture stories	Res.		10	15	50	15	90
		%		11.11	16.66	55.55	16.66	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 (from table 7) also showed that teachers hardly used such kinds of activities.

Regarding problem solving, role play, task 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 classroom observations also indicated that teachers rarely used these techniques to develop students speaking skills.

Almost all the students answered that dialogues, questions and answers were the kind of activities mostly 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. However, Parrott (1993) recommends that teachers need to use activities which develop students speaking skills especially for the means of real communication.

4.1.4. Students' Role Implementation

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

Table 4. Students' responses on their role implementations

No	Items	Respondents	Always (5)	Usually (4)	Sometimes (3)	Rarely (2)	Never (1)	Total
1	I ask my teacher for clarification when I don't understand what he/she says	Res	5	12	25	41	7	90
		%	5.55	13.33	27.77	47.77	7.77	100
2	I participate in pair or group work	Res	5	6	14	45	20	90
		%	5.55	6.66	15.55	50	22.22	100
3	I ask my teacher or class mates for correction of errors in my speaking	Res	6	5	15	18	46	90
		%	6.66	5.55	16.66	20	51.11	100
4	I listen to the discussion and report back to the class	Res	5	12	13	40	20	90
		%	5.55	13.33	14.44	44.44	22.22	100
5	I participate in role play, panel discussion, oral report or presentation	Res		5	15	40	30	90
		%		5.55	16.66	44.44	33.33	100
6	I evaluate my weakness and strengths in speaking English	Res	3	10	15	25	37	90
		%	3.33	11.11	16.66	27.11	41.11	100

As we can see the data from the table, the minority of the students 7 (7.37%) reported that they never ask clarification when they did not understand what the teachers say. However, the majority of the respondents 41 (43.16%) replied that they rarely used this strategy. 25 (27.77%), 12 (13.33%) and 5 (5.55%) of them stated that they used this strategy sometimes, usually and always respectively. From the data gained through the classroom observation (from table 8)also showed that students rarely asked questions for clarifications.

Regarding participation in pair / group work, only 5 (5.55%) of the respondents answered that they always used such strategy. 6 (6.66%) of them replied that they usually used this strategy and 14(15.55%) stated they sometimes did it. However, the majority of the respondents 45(50%) said that they rarely participated in pair /group work. The rest 20 (22.22%) reported that they never participated. The classroom observation(from table 8)also showed that students hardly work in pair or groups.

As far as ask for correction of errors/mistakes is concerned, 6(6.66%) of the total respondents answered that they always ask their teachers or classmates for correction of errors in their speaking. The other 5 (5.55%) replied that they usually used this strategy while 15 (16.66%) of them stated that they sometimes used it. However, the majority of the students 70% answered that they did not ask their teachers or classmates for correction of their errors.

Concerning listen to the discussion and report back to the class, only 5(5.55%) and 12 (13.33%) of respondents chose always and usually respectively. 13 (14.44%) of them chose sometimes. However, the majority of the respondents 40(44.44%) said that they rarely report the result of the discussion to the class. The rest 20 (22.22%) reported that they never play such a role. The observation(from table 8) also showed that students did not report their discussion result to the class.

Pertaining to participate in role play/panel discussion, oral report/presentation 5 (5.55%) of the respondents answered that they usually participated in role play and panel discussions. Whereas 15 (16.66%) said that they sometimes participated in this strategies. But the rest40 (44.44%),30(33.33) of the respondents replied that they rarely and never used this strategies of developing speaking skills.

Regarding evaluation of the weakness and strengths in speaking English only 3 (3.33%) said that they always evaluate their weaknesses and strengths in speaking English and 10 (11.11%) of the respondents answered that they usually evaluate themselves whereas 15 (16.66%) replied that they sometimes evaluate themselves. But the other respondents 25(27.77%) and 37 (41.11%) answered that they rarely and never evaluate themselves respectively.

Generally, even though language scholars such as (Wenden, 1991; Scharl and Szabo, 2000; and Dickinson, 1995) have nicely suggested that students should work autonomously in order to learn speaking skills, it was observed from the analysis made so far, the students' effort were very limited and they did little to learn by their own.

4.2. The analysis of data obtained through Classroom Observation

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 observation as follows

Table 5. Checklist for Identifying the Role of Teachers

No	Does the teacher :	Teacher 1										Teacher 2									
		Day										Day									
		One		Two		Three		Four		Five		One		Two		Three		Four		Five	
Yes	No	Yes	No	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 speaking in English?		✓		✓		✓		✓		✓		✓		✓		✓		✓		
5	Give appropriate amount of practice 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 expression?		✓		✓		✓		✓		✓		✓		✓		✓		✓		
9	Teach students speaking strategies.												✓		✓		✓		✓		
10	Advise them to use their strategies to learn speaking especially outside the class room .		✓		✓		✓		✓		✓		✓		✓		✓		✓		

As mentioned in the above checklist of this paper, ten successive classroom observations of two teachers (five for each section) were made to see the classroom practice of teaching 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 five days separately for both teachers of the entire session of the visit. As can be seen from the checklist, both 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 (communicative approach) for developing speaking skills; giving opinion, preparing monolog and telling stories.

Even though many writers (Richards and Rodgers, 1986; McDonough and Shaw, 1993; Hutchinson and Torres, 1994) tell us to supplement lessons with teaching aids available (cassettes, radio, DVD and other teacher made materials such as charts 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 practice. 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. Both of the teachers 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 feed back to their errors and mistakes.

The data from other tools (student's questionnaire from table 1) also showed that teachers' roles in developing speaking skills was found to be low. 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

Table 6. The Checklist for identifying techniques used by teachers

No	Are the following techniques used?	Teacher 1										Teacher 2									
		Day										Day									
		One		Two		Three		Four		Five		One		Two		Three		Four		Five	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Group discussion		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
2	Dialogue/conversation	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
3	Questions and answers	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
4	Translation/interpretation	✓		✓			✓		✓		✓		✓		✓		✓		✓		✓
5	Debating/panel discussion		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
6	Instruction	✓		✓		✓			✓		✓	✓		✓			✓	✓			✓
7	Oral report		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
8	Story telling		✓		✓		✓		✓		✓		✓	✓			✓		✓		✓
9	Interview		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
10	Role play and drama		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓

As far as the ten continuous observations were concerned, it showed 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, both of the teachers were mainly using the traditional approaches (teacher based) for most of the observation sessions. The techniques used were questions and answers, reading dialogues, giving instruction /explanation, reading aloud for the purpose of correcting pronunciation and interpreting. Hence, both of the teachers were not using effective techniques which are used for practice and production stages in order to teach speaking skills.

They were not seen using active learner-learner joint discussion (group discussion), oral report, role play and dramatizations, interviews and form filling, picture stories and debating or panel discussions.

As it is discussed in the students' questionnaires (from table 2) teachers were using 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 instead of English to explain the concept of the language materials to be learnt in the classroom.

4.2.3. Activities Done in the Classroom

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

Table 7. Checklist for Identifying Activities used by the Teachers

No	Are the following activities done in the classroom?	Teacher 1										Teacher 2											
		Week																					
		1 st week		2 nd week		3 rd week		4 th week		5 th week		1 st week		2 nd week		3 rd week		4 th week		5 th week			
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	Information gap activities.		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
2	Problem solving activities (Puzzles).		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
3	Role plays activities.		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
4	Group discussion		✓		✓	✓		✓		✓		✓		✓		✓		✓	✓		✓		✓
5	Task based activities		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
6	Prepared monologue.		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
7	Dialogue		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
8	Questions and answer.		✓		✓		✓	✓		✓		✓		✓		✓	✓		✓		✓		✓
9	Reasoning gap activities.		✓		✓				✓		✓		✓		✓		✓		✓		✓		✓
10	Picture stories/ telling stories	✓		✓		✓			✓	✓		✓		✓		✓		✓	✓		✓	✓	

The first week (from 3 April, 2014 to 7 April, 2014) the students from both classes were working on the seventh unit, part “A” under the topic “Talking about disaster”. The first teacher made his students that they tried to decide which of the disasters are man-made and which are natural. Then he told- them to write based on the order with the given topic and made sentences about different disasters. In this class, no group discussion or pair works were not done by the students. But the teacher of the other section made his students discuss in groups to decide the right order of the disasters with the given topic. Then he told them to write paragraphs on the order they put through the discussion. At the end, the students read the paragraphs to the class. Finally both of the teachers told the difference between man-made and natural disasters.

The second week (from 10 April, 2014 to 14 April 2014), the students from both classes were working on the seventh unit part “B” under the topic “Four photographs of natural disasters”. The first class teacher made the students choose one photograph and create a story about it, using past tense individually. Then the learners tried to create a story about what they understood and read it to the class. But the second class teacher made his students work in small groups about one photograph to share ideas and create a story about what they understand and reported to the class.

The third week (from 17 April, 2014 to 21 April, 2014), the students from both classes were working on the eighth unit under the topic “Education in Ethiopia”. Both teachers made their students to discuss in group about education in Ethiopia and report their conclusion to the class. The students of both classes mainly presented their conclusions to the class. Though some students were given chances to present what they prepared to the class.

The fourth week (from 24 April, 2014 to 28 April, 2014), the students from both classes were working on the ninth unit under the topic “Asking questions and giving answer about the job of different people”. The teacher of the first class made the students to work in pairs that student “A” interviews student “B” about different jobs and complete the fact file, based on the answer given by student B, who most do role play the person being interviewed. But the second class teacher made the learners to give response the job of different people by asking individually.

The fifth week (from 1 May, 2014 to 5 May, 2014), the students from both classes were working on the ninth unit, under the topic “Read a text about the Titanic”. In both class, both teachers made the students to read the given text individually on page 164 from grade 10 English textbook and take notes from the text and made them in groups to share ideas about what they understand and presented it to the class.

Even though different language experts (Parrott et.al) suggest using of communicative approach for developing speaking skills, the teachers tended to rely on the text book activities which are more of traditional way. No teacher was observed using the activities developed based on the communicative approach such as information gap activities, reasoning gap, roll play, problem solving, preparing monologue and task based activities used to teach the students to developing speaking skills.

4.2.4. Students' role Implementation

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

Table 8. Checklist for Identifying the Role of Students

No	Do the students do the following	Teacher 1										Teacher 2										
		Day										Day										
		One		Two		Three		Four		Five		One		Two		Three		Four		Five		
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	Ask for clarification?	✓			✓		✓			✓			✓			✓			✓			✓
2	Participate in pair and group discussion?	✓		✓			✓			✓			✓	✓		✓			✓			✓
3	Ask their teacher or classmate for correction of error?		✓		✓		✓		✓		✓		✓		✓		✓		✓			✓
4	Listen to the discussion and report back to the class		✓		✓		✓		✓		✓		✓		✓		✓		✓			✓
5	Participate role play, panel discussion, oral report or presentation		✓		✓		✓		✓		✓		✓		✓		✓		✓			✓
6	Try to evaluate themselves?		✓		✓		✓		✓		✓		✓		✓		✓					✓

Rubin and Thompson (1982) recommend that students need to use different strategies to develop their 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 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

using a limited number of strategies to learn speaking skills. 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 making less effort to learn speaking skills.

4.2.5. Classroom Organization/Arrangement

To observe the classroom organization /Arrangement, the following checklist was used

Table 9. The checklist for Identifying classroom Organization/Arrangement

No	Item	Teacher 1										Teacher 2									
		Day										Day									
		One		Two		Three		Four		Five		One		Two		Three		Four		Five	
		Yes	No	Yes	No	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.

Regarding to classroom organization, the whole class method was observed to be the dominant one for the entire sessions of the visits. The nature of the seating (the desks which are not movable) and the size of the class (60 - 65 students) were found to be unfavorable to teach speaking skills in a desirable way (in pair and group work). Teachers interview also indicate that they mostly used whole class sitting arrangement due to unfavorable class environment.

Generally, the classroom observation data also showed that teachers were not playing active role in using techniques of teaching speaking skill. Lastly the data revealed that there was no convenient sitting arrangement to conduct group discussion. Consequently, the researcher observed that students had poor speaking performance.

4.3 Analyses of data obtained through Interview

4.3.1. Teachers' Interview

The other tool employed in this study was interview. This tool was chosen in order to dig more information which was not gathered through questionnaire and classroom observation. This tool was primarily used to gather data from four English teachers who were teaching grade 10 students at Seka Secondary school. The interview questions deal with English teachers' practice, the activities they develop and challenges in using techniques of teaching speaking skills in the classroom. Question 1-5 are designed for asking their practice, activities they use and using techniques of teaching speaking skills in the classroom whereas question number 6 is prepared for asking the challenges that teachers might face in implementing techniques of teaching speaking skills in the classroom. So, the researcher prepared 6 interview questions for each English teacher.

- Teachers were asked if students would improve their speaking skills from reading model dialogues or completing the blank dialogues with suitable expressions. Regard to this, all the teachers said that these techniques were not good to help the students to develop their speaking abilities. But they were using these activities only to cover the contents programmed in their annual lesson plans. Classroom observations also showed that the teachers used the dialogues to teach speaking skills in the classroom.
- For the question asked to know the reason why students did not participate in speaking activities such as interview, role play, oral report and panel discussion, concerning this three of the teachers said that they did not have enough time to use such activities in addition to activities designed in the textbook. But the other teacher replied that the students did not have interest to be involved in interview, role play, oral report and panel discussion. Even though Thanasoulas (2007) recommended that students interest can be increased by developing learners attitudes, motivations and self-esteem, the data indicated that teachers were heard complaining that students were not interested in learning speaking skills.
- Concerning why teachers did not use supplementary materials with their textbooks, concerning this four of the teachers complained that the school did not supply the teaching aids. Even though they believed the importance of supplementation, the teachers said that they were obliged to use only the students' textbook.

Though Acklam (1994) claims that the needs of a specific class of learners can never be perfectly met by a single course book, even when a course book has been designed to cater for the need of learner in that context. Classroom observations also showed that teachers did not use supplementary materials to develop students speaking skills.

- Concerning Initiating and checking students to speak English in and outside the classroom, four of the teachers reported that they advised their students to use English wherever, especially by using supplementary materials at their homes. But if the teachers asked whether the students really used the materials at their homes or not, all of the teachers answered that they did not play their roles in such manner. This indicates that students were given some assignment but the teachers did not check whether those activities were done or not. This in turn shows that teachers were not playing their role properly in giving activities for free expressions, especially outside the classroom.
- Teachers were asked if the textbook activities and using techniques of teaching speaking skills require you to assess the students speaking performance. With regard to this, four of the teachers said that the activities and techniques that include in the textbook focused in speaking activities as compared with other language skills and requires us to teach and assess students' oral speaking skills. But some of the activities and techniques are not attractive and beyond the capacity of the students and require much effort and time. Even, we teachers are challenged by these activities and techniques. So, we jumped it instead of applying them in the classroom. Based on their ideas, there is language teaching, there is language assessment they are inseparable. Instead it might be true to say that "what is assessed becomes what is valued which becomes what is taught" (Mc Ewen, 1995:42). The activities and techniques in the textbook didn't require teachers to implement assessment in speaking skill and help them to improve their speaking abilities.
- Lastly, teachers were asked what are the serious challenges that impede to present the activities and using techniques of teaching speaking skills in the classroom, with regard to this the three teachers T1, T2 and T3 pointed out that; to present the activities and using of techniques of teaching speaking skills in addressing all students to practice in the class with in time bound, the activities in the textbook, over work load of teachers, lack of students interest were the factors. Instead of focusing on teaching students, they were also asked to do different activities at school.

As to the above respondents large coverage of contents, over work load of teachers, lack of motivation and commitment and lack of students interest made them not to give attention to present activities and using of techniques of teaching speaking skills.

The heavy work load may create tension and made them unable to use their effort in teaching speaking skills in the class. Linn and Miller (2005) recognized that using different techniques in teaching, speaking skills are time consuming since students need a substantial amount of time to perform the activities. So, it affects the teachers to cover on the given time. For this reason, teachers left using techniques of teaching speaking skills and ran to cover the portion of the textbook. But the other teacher (T4) explained that; “in my point of view speaking skill is one of the productive skills that should be taken in to consideration. However, its practicability is under question mark because of the students’ background when they were at the lower grade, they were not shaped properly by their teachers and come without having the required speaking proficiency. In my classroom the majority of the students are not interested to attend speaking lessons. Sometimes they told me to skip the speaking lesson and teach the grammar part and in rare case to teach them reading skills.”

The respondent complained that the students background, the interest of the students hinder the teacher presenting the activities and using techniques of teaching speaking skills effectively. As he further explained majority of the exam which are prepared by both class teachers and ministry of education mainly focused on grammar and reading. Because of this, most of the students are not interested in speaking lesson and being assessed oral proficiency.

Generally, as it can be deduced from the response of the interviewees, there are a lot of constraints that challenge teachers practicing activities and using techniques in teaching speaking skill not to be implemented in the classroom. So it indicated that the teachers were not using appropriate practice and using techniques of teaching speaking skills in the classroom.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter contains summary, conclusions and recommendations of the research result. After summary and conclusions of the study had been made, some possible recommendations were given.

5.2. Summary

The main objective of this study was to investigate EFL teachers' practice and using techniques of teaching speaking skills and challenges teachers face: The case of grade 10 students at Seka Secondary school. So as to address the above main objective, the following research questions were raised

1. What techniques do teachers use to teach speaking skills?
2. What activities do teachers use to teach speaking skills?
3. How do English teachers encourage the students to speak in speaking class?
4. What are the challenges teachers' faces in teaching speaking skills?

In order to achieve the objective of the study, the researcher used three types of tools: students questionnaire, classroom observations and teachers interview were used as instruments of data collection. Thus, the information obtained through questionnaires, classroom observation and interview had been analyzed in both quantitative and qualitative manner. Based on the results of the analysis of the data, the following conclusions and recommendations were made from the study.

5.3. 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 the 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, and using techniques, 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, instruction and translation. Moreover, they were giving correction to students' errors and mistakes in a discouraging way.
- ❖ The study depicted that the teachers were using only textbook activities which are dialogues, questions and answer, instruction and translation. As 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 only teaching materials used to teach speaking skills were the textbook. No teaching aids or other supplementary materials were seen being used to develop the student speaking skills.
- ❖ In developing speaking skills, the students also have their own role. Even though a lot is expected from 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 to participate in group discussion in their classroom, especially to communicate each other.
- ❖ It could be observed that mainly one type of sitting arrangement was used. The whole class sitting arrangement was usually seen to be applied for teaching speaking skills. The arrangements of the desks were not convenient for group discussion as they are not moveable. This indicates that the class size (which is more than 65 students in a class) and uncomfortable classroom facilities also had their own contributions for the low achievement in teaching speaking skills.

5.4. 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 process.
- ❖ Teachers should use different techniques to accommodate learning speaking skills in the unfavorable environment of the classroom. They are advised to use group/ pair work, oral report, interviews, panel discussion, presentation and other elicitation techniques to develop speaking skills. Teachers should teach speaking skills interactively with other skills, especially with listening, reading and writing. Teachers have to assess their students' speaking performance continuously. They should give gentle and systemic correction to their students' errors and mistakes. Based on this, they are advised to use techniques such as intonation and showing incorrectness (almost right, can you say that again?). They are also needed to 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 purpose of communicating in the real-life. 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) and visual materials (television and computer) and other teaching aids such as charts, diagrams and maps to teach speaking skills. In addition, they have to adopt 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, telling stories and solving problems. In addition to this, they should communicate with people outside their classrooms. Generally, they have used 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 seats should be convenient for pair work, smaller large group discussions.
- ❖ The school should create good opportunities for the teachers and learners. In addition to this, language club should be establishing in the school to give chances for the students in order to use the language for the means of communications.
- ❖ Generally, it is the belief of the researcher that concerned bodies (school administration, teachers, students and parents) can bring a change through working together and providing all the necessary support for the learners.

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MA PROGRAM IN TEACHING ENGLISH FOREIGN LANGUAGE(TEFL)

Appendix A
Questionnaire for students

Dear student,

The purpose of this questionnaire is to gather data for a study leading to an MA degree in TEFL Teaching as a Foreign Language. This study aims at describing your classroom practices and using of techniques in speaking skills. It also identifies some problems, if any, which are related to teaching speaking skills.

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

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

Thank you in advance for your cooperation!!

Part 1: Teacher's role to implement the speaking skill

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)

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

Part II: Techniques used by the teacher

Instruction:

The following statements are about techniques used by English teachers to teach speaking skills. Read and 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 the techniques to teach you speaking skills.

Use always (5), usually (4), sometimes (3), rarely (2), never (1)

No	Item	Always (5)	Usually (4)	Some times (3)	Rarely (2)	Never (1)
1.	Group discussion.					
2.	Dialogues/conversation.					
3.	Questions and answers.					
4.	Translation/interpretation.					
5.	Instruction.					
6.	Panel discussion and debating.					
7.	Oral report.					
8.	Story telling.					
9.	Interview					
10.	Role play and drama					

Part III: Activities Developed by the Teachers

Instruction:

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

Use always (5), usually (4), sometimes (3), rarely (2), never (1)

No	Item	Always (5)	Usually (4)	Sometimes (3)	Rarely (2)	Never (1)
	How often do you do:					
1.	Information gap activities such as sharing ideas with each other?					
2.	Problem solving activities (puzzles)?					
3.	Role play activities (taking the role of the others and acting)?					
4.	Group discussion?					
5.	task based activities (performing certain tasks to learn speaking)?					
6.	Prepared monologues (in which each of you are asked to prepare to talk about hobby or personal interest for two or three minute?)					
7.	Drills (dialogues) in which one person asks a question and another gives answer?					
8.	Questions and answer.					
9.	Reasoning gap activities in which you give reasons.					
10.	Describing activities of picture stories					

Part IV. Student's Role Implementation

Instruction:

The following are strategies used by learners to develop speaking skills. Read them carefully and decide whether you use them. Put a tick mark (✓) in the space provided corresponding to your answer:

Always (5), Usually (4), Sometimes (3), Rarely (2), Never (1)

No	Items	Always (5)	Usually (4)	Sometimes (3)	Rarely (2)	Never (1)
1	I ask my teacher for clarification when I don't understand what he/she says					
2	I participate in pair and group work					
3	I ask my teacher or class mates for correction of errors in my speaking					
4	I listen to the discussion and report back to the class					
5	I participate in role play, panel discussion, oral report or presentation					
6	I evaluate my weakness and strengths in speaking English					

Appendix B Classroom Observation Checklist

Part I: Teacher's Roles to implement the speaking skill

No	Does the teacher :	Teacher 1										Teacher 2										
		Day										Day										
		One		Two		Three		Four		Five		One		Two		Three		Four		Five		
		Yes	No	Yes	No	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 speaking in English?																					
5	Give appropriate amount of practice 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 expression?																					
9	Teach students speaking strategies.																					
10	Advise them to use their strategies to learn speaking especially outside the class room?																					

Part II: Techniques used by the teachers

No	Are the following activities used?	Teacher 1										Teacher 2										
		Day										Day										
		One		Two		Three		Four		Five		One		Two		Three		Four		Five		
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	Group discussion																					
2	Dialogue/ conversation																					
3	Questions and answer																					
4	Translation/ interpretation																					
5	Debating/ panel discussion																					
6	Instruction																					
7	Oral report																					
8	Story telling																					
9	Interview																					
10	Role play and drama																					

Part III: Activities done in the classroom

No	Are the following activities done in the classroom?	Teacher 1										Teacher 2										
		Week										Week										
		1 st week		2 nd week		3 rd week		4 th week		5 th week		1 st week		2 nd week		3 rd week		4 th week		5 th week		
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	Information gap activities.																					
2	Problem solving activities (Puzzles).																					
3	Role play activities.																					
4	Group discussion																					
5	Task based activities																					
6	Prepared monologue.																					
7	Dialogue																					
8	Questions and answer.																					
9	Reasoning gap activities.																					
10	Picture stories.																					

Part IV: Students' Role Implementation

No	Do the students do the following?	Teacher 1										Teacher2									
		Day										Day									
		One		Two		Three		Four		Five		One		Two		Three		Four		Five	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Ask for clarification?																				
2	Participate in pair and group discussion?																				
3	Ask their teacher or classmate for correction of error?																				
4	Listen to the discussion and report back to the class																				
5	Participate in role play, panel discussion, oral report or presentation																				
6	Try to correct themselves?																				

Part V: Classroom Organization / Arrangement

No	Item	Teacher 1										Teacher 2										
		Day										Day										
		One		Two		Three		Four		Five		One		Two		Three		Four		Five		
		Yes	No	Yes	No	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

Interview for English teachers

Instruction:

The following questions are focusing on English teachers' practice and using of techniques you might apply in the classroom to teach your students and challenges you face while teaching speaking skill in the classroom.

Thank you for your cooperation!!

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 a suitable expression. Do you think that students benefit and improve their 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, and panel discussion. 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 students' textbook, what is your opinion here? _____
4. How do you initiate and check the students to learn speaking skills outside the classroom, especially in their real life? _____
5. Do the textbook activities and using techniques of teaching speaking skills require you to assess the students speaking performance? _____
6. Would you mention the serious challenges that impede to present the activities and using techniques of teaching speaking skills in the classroom? _____