JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

EFL TEACHERS' BELIEFS AND PRACTICE IN USING
INTERACTIVE TEACHING STRATEGY TO TEACH SPEAKING
SKILLS AT HIGH SCHOOLS IN GAMBELLA TOWN

By

GATBEL MAYUAL KUON

THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH
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DECLARATION

I hereby declare that this thesis is my original work, to the best my knowledge has not been presented for a degree in any other university, and all sources 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' beliefs and practice of using interactive teaching strategy to teach speaking skills at secondary schools in Gambella town. The research design employed in the study was descriptive research design. The study was conducted using sample of 32 EFL teachers selected through comprehensive sampling technique. To collect the required data for the study questionnaire, interview and classroom observation were used as an instrument. The data gathered using the instruments were analyzed using both quantitative and qualitative approaches. The findings of the study indicated that although teachers have good awareness on the use of interactive teaching strategy to teach speaking skills, but there were problems in the actual practice of interactive strategies in the EFL classroom while teaching speaking skills. In addition, it was indicated in the study result though the teachers had good awareness on the use of the strategies, there were problems on its actual practice. To this regard, it was found that large class size, lack of materials and collaboration of the schools with the concerned stakeholders were among the major factors hinder the effective practice of interactive teaching strategy to teach speaking skills in the study area. Based on findings of the study, it was recommended that teachers should keep on developing their awareness on the use of interactive teaching strategies to teach speaking skills. Next, it was recommended that teachers should give attention for the actual practice of interactive strategies in EFL classes. Furthermore, it is suggested that the schools should work in collaboration with various stake holders in the region to enhance the practice of using interactive teaching strategy to teach speaking skills in the study area.

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LISTS OF ABREVIATIONS AND ACRONYMS

GSS: Gambella Secondary schools

TEFL: Teaching English as a Foreign Language

EFL: English as A foreign Language

SPSS: Statistical Package for Social Science

IS: Interactive Strategy

Chapter One: Introduction

1.1. Background of the Study

Research in language teaching strategies began in the 1970s (Bizuayehu & Getachew, 2015). Within the field of education, over the last few decades gradual but a significant shift has taken place resulting in less emphasis on teachers and teaching and greater emphasis on learners and learning (Nunan, 1991; Carter and Nunan, 2001). This general shift has paved a way to researchers and language teachers to the study of various strategies of foreign language in use to meet the need of communication. As a result of this, despite the little attention given to the spoken language, the dynamic shift and development in methods of language teaching throughout history reflect recognition of changes in the kind of proficiency learners' need, such as a move towards oral proficiency rather than reading comprehension as the only goal of language study (Richards and Rodgers, 1986). A general shift towards an integrated skills approach to the teaching learning of language at all levels has emerged with speaking as one of the most important components in the integration (Brown et al., 1984).

Furthermore, as stated by Hedge (2000), the main goal of teaching English as a foreign language is to enable students to communicate in English and to offer them a window to the world. Similarly, according to the Federal Ministry of Education (2007) in the Ethiopian context, the purpose of English language instruction is to prepare the learners for effective and efficient com munication in the language. As a result, Nunan (1991, p.1) stressed that ''… it is important to have a clear understanding and firm grasp of the wide range of techniques and procedures through which speaking ability can be developed.''

Thus, child-centered and learner-friendly educational environment is becoming a great priority as "interactive methodologies make learning enjoyable and exciting to students and improve their retention, participation and performance" (UNICEF, 2006, p. 23). Interactive methods help teachers to encourage "greater attentiveness, interest and responsiveness" in children while improving their language skills (UNICEF, 2006, p. 23). Developing young learners' speaking skills deals with boosting their verbal and thinking capacity and interest to language and cultural diversity. The effectiveness of teaching young learners correlates with a teacher's ability to resort

to various strategies among which interactive cognitive strategies prevail since they provide proper acquisition of speaking skills.

Research has proven that interaction is the main goal for language development where pupils get opportunities to express themselves (Gibbons, 2015). Teacher education research has made significant stride in studying the complex relationship between teacher beliefs and classroom practices, acknowledging the interactive relationship between them. The issue of consistency and inconsistency of these two, however, is recurring in literature (Fang, 1996). Borg, (2003) stated that students' practices are very consistent with their theoretical beliefs.

According to Cheng, Rogers, and Wang (2008), teacher practices come from a combination of knowledge, beliefs, values, and experiences, and these practices are influenced by the interaction such attributes within the instructional context in which teachers teach. Cheng, Rogers, and Hu (2004) examined teachers' practices of interactive strategy and challenges faced in various contexts within English as a second language (ESL) and EFL classrooms. They found that class size, teachers use of the language, students attitude towards the speaking the language and mother-tongue influence were as among the challenges.

Focusing on the relationships between the classroom practices of three novice ESL teachers in knowledge they obtained during teacher education; found that such contextual factors may have been responsible for the differences between teachers' principles and practices (Spada and Massey, 1992). In this respect, the researcher believes interactive teaching strategies to be most effective tools that can impact on the students learning. It helps to create comfortable educational environment, and it results in stimulating young learners' activities.

Though the above scholars point of view clearly indicated as interaction in the classroom has a positive impact on learners, students in our country in general and Gambella regional state secondary schools in particular have lost the chance to use English language as a tool to interact in their EFL speaking classroom. Despite this fact in the research study area, Aberash (2005) argue that English language proficiency level of students in Ethiopia is low that it doesn't allow them to follow their studies during their preparatory school and university years. (MOE, 2004) also stated that the status of English is very low in Ethiopian schools at all levels.

As a result, the current research believes that conducting study on teachers' belief and use of interactive strategies in EFL speaking classroom might have various benefits. This means conducting study on the area helps to identify whether the problem of interaction in EFL speaking classrooms lies on the teachers belief or on their actual practices of the strategies in the classroom. It also help to identify the challenges faced while using interactive strategies in EFL classroom, and forward possible solutions to overcome the challenges. Therefore, the purpose of the current study is to assess teachers' belief and practice of using interactive strategies in EFL classroom in the secondary schools of Gambella regional state.

1.2. Statement of the Problem

The most important purpose in learning a foreign language is to communicate in the target language through using comprehension and speaking skills. Compared to other language skills, speaking is emphasized as the important component in achieving the purpose of communication (Ari, 2018; Demirel, 2016; Gocer, 2015; Tum, 2014). Speaking skills need to be improved with different methods that are student-centered and interactive. Speaking is considered as a student centered activity as it is organized as a language production activity Turkben, T. (2019). In this process, teaching strategies and methods should be selected in alignment with the program, content, and activity (Ari, 2018, p. 281-286).

According to O'Malley and Chamot (1990), speaking strategies instructions need to be given due emphasis since they provide foreign language learners with valuable tools to communicate in the target language in diverse situations. Thus, interactive teaching strategy is one of the most effective ways in improving speaking skills in EFL classroom teaching Turkben, T. (2019). Several researchers emphasize that interaction is important for communication (Acıkgoz, 2011; Brown, 2001; Paulson, 1992). These scholars mentioned that in interactive classroom environments, students' thoughts and feelings are transferred to the learning environment through methods that allow active learning and teaching such as creative drama, roleplaying, problem solving, discussion and group work, students would engage in learning more motivated. Students would have the opportunity to move freely as there is not a certain seating arrangement in the learning environment, and to communicate face-to-face by including all their emotions in the process (Aykac, 2016, p. 132). As interaction is one of the key components of a successful

educational process, the multidimensional nature of an interactive and communicative classroom is suitable for students with different learning styles (Agbatogun, 2014, p. 257).

Findings obtained from the literature show that studies conducted in alignment with interactive teaching strategy are effective in the processes of learning and teaching (Aytan, 2011; Yildiz, 2014; Sen, 2018; Yonez, 2012). Hongying (2009) also conducted a study in University of Cambridge made a descriptive case study aimed at exploring the EFL Pre-Service Teachers' Beliefs and Practices; her study showed that during teaching practice, student teachers drew on different sources of knowledge, which had its origin in the teacher education Programme.

 In the case of Ethiopia, Samson (2017) conducted a research in Hawassa University on English language teachers' beliefs and practices on the role of classroom interaction in developing students speaking skills. Findings of the classroom observations showed that most teachers failed in fulfilling the necessary conditions in implementing group modes of learning, to create awareness regarding positive aspects of participation in groups, teachers' totally neglect the motivational values of rendering ranges of supports, encouragements. In addition, Bizuayehu & Getachew (2015) conducted study at Mettu University on Speaking Strategies Employed by Second Year Students. The result of their study revealed that some known speaking strategies appeared to be employed less frequently and were less developed. Furthermore, findings of this research showed that although the teacher is aware of the importance of speaking strategy there were gaps in its actual practices.

The aforementioned researches are limited only to EFL Teachers beliefs and practice in using an interactive teacher and students in different geographical locations which is very different from this study location or area for various reasons. Therefore, this study is different from those researchers in that, it is concerned with the EFL Teachers' Beliefs and Practice in Using an Interactive Strategy (IS) to teach speaking skills. Hence, this study was an attempt to fill this gap in terms of location, demographics and soon. In addition, to the knowledge of the researcher there are no studies conducted so far on the area in Gambella region. As a result, the researcher beliefs that conducting study on EFL teachers' belief and practice of using interactive strategies to teach speaking skills might help English teachers to deliver speaking lessons in a way it enhance learners speaking skills.

Moreover, as to the researchers' experience in the study area the majority of the students' English language proficiency is poor, for they are unable to use the language for real communication. Although there might be several causes for their lack of proficiency in the English language among the students, one possible cause might be the teachers in ability to employ effective speaking strategies which might result from ineffective strategy training given to them during their attempt to learn English as a major subject. In this regard, the role of language instructors in developing their learners' language skills in general and speaking skill in particular is crucial and thus, teachers have double tasks of improving the proficiency of their students in the language and equipping them with the method of teaching it in their future career.

Therefore, the current study is expected to fill these gaps by investigating the EFL teachers' beliefs and use of interactive strategy to teach speaking skills in their classroom. In addition, the researcher believes that conducting study on the area would help in understanding and solving the problems that EFL teachers face in using interactive strategy to teach speaking skills in EFL classroom. Therefore, these states of affairs pleaded the researcher to conduct the present study.

1.3 Research Questions

The study also tried to provide answer for the following questions:

1. What is EFL teachers' belief in using interactive strategy to teach speaking skills?
2. How do EFL teachers practice interactive strategies to teach speaking skills?
3. What interactive strategies are used by EFL teachers to teach speaking skills?
4. What are some of the challenges EFL teachers face in practicing interactive strategy to teach speaking skills?

1.4. Objectives of the Study

1.4.1. General Objective

The main objective of this study is to investigate EFL teachers' beliefs and practices in using interactive strategy to teach speaking skills their teacher's implementation of the strategy.

1.4.2. Specific Objectives

The specific objectives of this study are:

1. To identify EFL teachers' beliefs in using interactive strategy to teach speaking skills;
2. To determine EFL teachers practice of interactive strategy to teach speaking skills;
3. To find out the interactive strategies used by EFL teachers to teach speaking skills
4. To point out challenges EFL teachers might face in using interactive teaching strategy to teach speaking skills

1.5. Significance of the Study

The findings of this study tried to shed light on EFL teachers' beliefs and practices using interactive strategies to teach speaking skills. So, the results are vital for EFL teachers, students, curriculum designers, and other researchers interested to conduct further studies in the area. Specifically, the significance of the study is put as follows:

First of all, the findings of the study are hoped to initiate Gambella secondary school EFL teachers by bringing the issue of beliefs and practices of using interactive strategy to teach speaking skills to their attention. In addition, it helps them to revitalize their awareness on the issue. Generally, the result of the study is expected to help EFL teachers at the school to increase students' level of participation using interactive strategies in learning speaking skills in EFL classroom by designing relevant instructional materials.

Secondly, the researcher hopes that the result of this study benefit EFL students at the school since they would be taught by informed teachers who can alert them in to activities and practices pertinent to boost learners' level of participation in learning speaking skills in EFL classroom. This may help to produce students who can eventually contribute their part to efforts made by the school so as to improve their learning particularly speaking skill. Thus, the results of the study are expected to inform the students about their level of participation in learning speaking skills in EFL classroom and recommend ways to improve their level of participation in learning speaking skills in EFL classroom.

Furthermore, the study may help to inform English Foreign language Teaching (EFLT), syllabus designers and materials writers about the current status of EFL teachers beliefs and practice of using interactive strategy to teach speaking skills, make necessary modification while writing syllabuses and teaching materials that helps to develop teachers use of interactive strategies to teach speaking skills in EFL classroom. Finally, the findings of the study are expected to serve as a base and reference for other researchers interested to conduct further investigations on various aspects on the area.

1.6. Scope of the Study

A number of situational factors can influence the teaching of speaking skills in English. However, this study only tried to assess EFL teachers' beliefs and practices of using interactive strategies to teach speaking skills in Gambella secondary schools (GSS). The researcher use only English language teachers of the study area the study is conducted on EFL teachers' beliefs and practices of using interactive strategies to teach speaking skills. But the comprehensiveness of the study will be increase if it includes other related factors which can affect the teaching of speaking skills and also other secondary schools, but it is inappropriate for the researcher to carry out and cover such a large study area within the given specific period of time.

1.7. Limitation of the Study

Like any other study, this study acknowledges the following limitations, which future studies could deal with, if need be. Firstly, the fact that it was delimited to only Gambella town, inclusion of additional groups of participants and increasing population size in the study might help to gain broader information. Therefore, because of the small size of subjects, the findings of the study cannot be generalized to the whole Gambella regional state. In addition, the problem of availability of organized data and documentation during data collection were among the limitations encountered while conducting the study.

1.8. Definitions of Key Terms

Speaking: is the ability to communicate with each other in order to share ideas, emotion and feelings (Hedge, 2000)

Beliefs: are what the teachers think they should do and what they actually base on what they believe is what they practice in the classroom (Fang etal, 1996).

Practice: is the way in which EFL teachers apply the speaking lessons for their learners Zheng (2009)

Interactive strategy: is the strategy used by EFL teacher in the classroom to deliver the lesson for the learners (Ellis, 1997).

1.9. Organization of the Study

This thesis is organized into five chapters. The first chapter deals with the background, statement of theproblem, basic research questions, objectives, significance, scope, limitation, defi nitions of key terms, and organization of the study. The second chapter focuses on relevant literat ure reviewing both local and in abroad studies. Chapter three deals with the research method and design while chapter four presents the results, analysis and interpretation of the study. The last chapter presents the summary, conclusions, and recommendations of the study.

Chapter Two: Review of Related Literatures

Introduction

This chapter reviews the literature related to EFL teachers' belief and practice in using interactive teaching strategy to teach speaking skills. It provides concepts and theoretical background on the study problem. Then, it presents studies conducted so far either locally or abroad on the EFL teachers' belief and practice in using interactive teaching strategy to teach speaking skills. Finally, it deals with conceptual framework of the study in which the main concepts of the study will be dealt with.

2.1. Definition of Speaking

Speaking is a fundamental ability that should be learned alongside other language skills by language learners. It is characterized by the use of verbal expressions as a complex process of sending and receiving messages, but it also includes nonverbal symbols such as gestures and facial expressions. Some of these are: speaking is the action of transmitting information or expressing one's feelings in speech. Different scholars define speaking differently (Oxford English Dictionary). Speaking is the 'activity of speaking and speaking (Collins Co-build for Advanced Learners English Dictionary, 2001). Hedge(2000) describes speech as "a skill by which people are judged while first impressions are being created. That is to say, speaking is an essential skill that needs more recognition in the first and second languages because it represents the thoughts and personalities of people. Speaking is a very important aspect of second language learning in relation to all of the above concepts, since the ability to communicate in a second language clearly and efficiently leads to the learner's success in school and later in life (Bygate, 1986).

2.2. The Importance of Learning Speaking in EFL Classes

It is known that speaking is very important because, while it has difficulties, it is the capacity that engages learners to participate in the oral communication process.In relation to the above

argument, speaking is a very necessary aspect of second language learning because of the ability to communicate clearly and effectively in a second language (Harmer, 1991).

This leads to the learner's performance in school and later in life. The scholars use different methods to express the above argument by suggesting 'how' and 'why' speech must be taught as follows: Speaking is the process of constructing and communicating meaning in a variety of contexts through the use of verbal and non-verbal symbols. Despite its significance, teaching speech has been undervalued for many years and English language teachers continue to teach speaking, just as exercises are repeated or dialogues are memorized. The other instructor emphasizes that speaking as a skill is not the written language of oral development, but requires learners mastering a broad range of sub-skills that together constitute an overall competence in the spoken language (McDonough, 2003).

As we can analyze from the description above, the oral development of written language drills cannot be regarded as speaking teaching because it involves the mastery of language by learners in various contexts or settings. It also seems to indicate that a teacher must know the significance and strategies of teaching a head of time speaking. In conclusion, whilst speaking has not been given due consideration, today's world demands that the purpose of teaching learning speech should be taken into account and the communicative abilities of students should be enhanced. This is because students can only express themselves and learns how to obey the applicable social and cultural rules in each communicative situation.

2.3. Definitions of Classroom Interaction

Classroom interaction has been seen as a significant technique in the field of second language acquisition in recent years, since it involves at least the participation of two people who collaborate in face-to-face interaction while using a language in real communication. In addition to the previous definitions of interaction, Allwright (1984) has defined interaction as: the fundamental fact of pedagogy" and that "successful pedagogy involves the successful management of classroom interaction,

2.4. Connecting Teaching Speaking with Classroom Interaction

According to Hadfield and Hadfield (2008), the word interaction in their book Introduction to Teaching English requires more than just putting together a message; it also involves reacting to other people. This means using the language that is suitable for the person you are talking to. In order to encourage contact between them, it often means listening to what others say, taking turns in a conversation, encouraging people to talk and sharing desires, changing the subject, and asking people to repeat or clarify. In this context, (Nunan, 1991) notes that it will be easier to "learn to speak in a second or foreign language" Learners are actively interested in seeking to connect. In addition to the previous definitions of communication, interaction has been defined as the fundamental reality of pedagogy and that good pedagogy requires the effective management of interaction in the classroom (Ellis, 1997).

2.5. The Role of Classroom Interaction

Interaction is considered an essential factor for learners in generating understandable output as it helps students to practice their language in the classroom. Interaction in the classroom also offers students opportunities to communicate (Hedge et-al, 2000). To get input that contributes to developing their language system from the teacher or other students. We can clearly recognize from this point that speaking in the classroom makes learners skillful and successful in dealing with their lack of knowledge of language. This implies the contact, in ELT practice, pushes learners as they work together to produce appropriate language; and when a student produces the appropriate language. He concludes that the involvement in the interaction through the given condition for the negotiation significance is one function that interacts with the internal factors of the learner to facilitate progress.

For a second language, interaction is important. As for other students, this language will be; thus, classroom contact has played an important in language learning as it explores the ways in which language varies from classroom. On the other hand, argued that contact plays a key role in teaching second-language learning language skills as the primary source of data for learners is taken during a learning process. A constructive interaction with a more professional speaker means that interaction is seen as the only source that offers opportunities for learners to monitor

the input. In general, contact helps students to track and strengthen their communicative performance by sharing knowledge with the instructor or with the students themselves (Lyster, 2007).

2.6. Classroom Interaction in Foreign Language Classroom

Language acts as the tool by which educators teach and students show what they have learned in every foreign language classroom (Johnson, 1995). English is use as a medium of instruction in the teaching-learning phase above the secondary level, according to our sense, as already stated above. Teachers therefore use this target language to monitor both the content and the structure of interaction in the classroom, and learners use it to try to respond to the use of language by their teachers. The overall classroom communication mechanism, however, depends instead on the types of relationships between teachers and learners, and the real contact patterns that have been established and preserved during daily classroom lessons. For all classes, the patterns of classroom interaction are not the same and permanent, but they appear to be rebuilt and adjusted in accordance with the requirements or circumstances of the ongoing learning process.

The fluid nature of interaction in the classroom will establish the unique dynamics of communication in the classroom. In second or foreign language classes, there are two specific forms of classroom interactions that can occur; these are interactions between teacher-student and student-student. Teacher-student interaction, the teacher's assessment of the answer, is the most conventional version. The instructor normally depends on a variety of interaction questioning techniques in this edition, but there is a less chance class change based on the continuing teaching-learning process.

Learners can take part in some sections of the teaching series Procedure of learning. On the other hand, learners take part in all sequences of initiation, response, assessment during student-student interaction. The dominant communication pattern in learner-centered classrooms is student engagement in general, since it extends the participation time of students in communication and allows students to use the target language for learning. By comparison, the teacher-student relationship, the dominant contact pattern, is the teacher-center and enables learners to display just what they have learned.

In comparison to teacher student discourse, student interaction ensures optimum conditions for target language learning and use to sum up the above points, as it opens a space for both meanings. Centered and form-focused language practice helps learners to initiate conversation, monitor the subject and, last but not least, challenge students to engage in the negotiation of meaning and perform various language functions beyond their current level of language skills. Interaction with classrooms then, it contributes to the development of speech skills by providing opportunities for English language practice by developing interaction exercises in the classroom that allow learners use the target language.

In this context Little Wood (1981) proposed a progression from pre-communicative to communicative practices involving several activities. This means that performing such practices should be increasingly related to the use of real-life language Based on the above discussion, it is clear that interaction in the classroom has a strong impact on the growth of the speaking skills of learners, so in this study the researcher will try to investigate the effect of interaction in the classroom as one of the dependent variables

2.7. Beliefs and Practices in Using Interactive Strategy in in EFL Classroom

According to Anderson (1981), human affective characteristics influence their way of thinking, acting and feeling in different situations. Among these affective characteristics is belief. Richards and Lockhart (1996) defines the beliefs of teachers as "goal-based systems, Teachers hold values and beliefs in relation to the teaching content and process, and their understanding of the systems in which they work and their roles within them. They also state that these convictions are derived from a number of different sources, including the teachers 'Experience as language learners, their experience of what works best, their established practice, the variables of personality, the educational basis or the principles and principles based on research derived from an approach or method. Borg (1998), discovered that the educational and professional experiences of the teacher in life help shape his or her pedagogical method. It is found, in relation to beliefs and practice, that the beliefs of teachers influence their pedagogical practice.

Beliefs are what they think they should do, and what they actually base on what they believe is what they practice in the classroom. Zheng (2009) asserted that the beliefs of teachers are important concepts in helping us to understand the thinking processes, instructional practices, and teacher practices. As these ideas will impact their decision-making and teaching classroom activities, what teachers believe will be reflected in truth. Added that 'beliefs influence behavior' and 'given the importance that belief can play in behavior determination', beliefs relating to language learning are significant.

What teachers do to encourage learning in the classroom or their pedagogical practice is manifestations of their convictions about teaching and learning that have been accumulate over the years. In other words, for both teachers and students, values influence behavior and even the effects of teaching and learning. Intraprasert and Wang (2009) asserted that the learning and teaching experience will be more effective and rewarding for both if both learners and teachers have more similarities than differences in their beliefs. Beliefs, acts and effects, however, do not always complement one another. Argyris and Schon, (1974) argued that one person has a set of beliefs that contain many conditions and the results don't always complement one another.

Argyris and Schon (1974) claimed that one individual has a set of beliefs that include many circumstances and expectations. A certain type of outcome can be expected by the person who performs an action based on those beliefs and there may or may not be a relationship between beliefs and behavior. If the results of the actions are not as anticipated, the values and conduct will change. There may be other variables that stop the individual from putting what he or she believes in into practice. From the aspect of teaching, there must be an explanation why teachers have struggled to bring their pedagogical values into practice. Consequently, the difference between the beliefs of teachers and the guidance in the classroom will affect the learning success of the students because of the types of activities chosen by the teachers.

While the questions and feedbacks given will also influence the students' learning. Previous studies have suggested that teachers' beliefs in teaching oral communication skills in the English language classroom are seldom put into practice. The convictions of teachers do not always go hand in hand with their classroom practice. There is a gap between their pedagogical beliefs and their practice in the classroom and this prevents them from implementing what they believe in

the language classroom. conducted a study on tertiary-level English teachers in China to examine the extent to which the teachers use the pioneering practices in CLT and showed positive results, i.e. They have become more communicative-oriented, the teachers indicated. The findings, however, also show that teachers still use traditional practice in the classroom, such as teaching based on textbooks.

Furthermore, the findings also show that what determines the instructions for the teachers in the classroom in CLT is not the training they have received, but the type of students they teach. The low proficiency level of the students somehow makes the teacher switch to more teacher-centered traditional classroom practice. The same issue goes with the beliefs of students in their learning of the English language. The instructions in the language classroom could not always meet the beliefs and expectations of the learners and this has led to frustrations among the learners.

Kumara and vadivelu (1991) claim that teachers and learners both carry personal perceptions of language teaching and learning with them; From their own perspectives, they interpret classroom instructions and activities and these perspectives may not always match. Ellis(2008) argues that if beliefs affect the actions that students take to learn a second language", Teachers cannot ignore them. Little learning is likely to take place if there is a mismatch between the belief systems of the teachers and the students. The mismatch between the beliefs of the teachers and the beliefs of the learners could lead to a large gap in teaching and learning second languages, particularly in oral communication skills.

In general, it is found from the entire discussions in this chapter that the beliefs of teachers, their practices and interaction with the classroom are highly integrated key factors in the second language learning processes that lead to effective communication. It is also recognized that the beliefs of teachers influence their pedagogical practices and this directly affects the process of interaction in the classroom in the teaching and learning of speaking skills. Based on this, it is important to investigate whether the beliefs of teachers in relation to their practices affect the beliefs of learners. Speaking skills development and weather teachers also use the contact in the classroom as a way to strengthen the ability of the learners to communicate.

2.8. The Conceptual Framework

The conceptual framework of a study is the part where the researcher discusses the main concepts which form the basis of the study. Regarding this, Glatthorn (1998) writes conceptual framework identifies the concepts included in a complex phenomenon and shows their relationships. The relationships are often presented visually in a flowchart, web diagram, or other types of schematics. As captured in the title, this study focused on beliefs and practices of using interactive strategies to teach speaking skills in secondary schools at Gambella town. Accordingly, the concepts which underlie the current study are: interactive strategy, beliefs practice and use. To this fact different concept related to beliefs and practices of using interactive strategies to teach speaking skills; challenges that hinder its successful implementation as well as solution to the problem are discussed. As stated earlier in the literature review, this study focused on the meaning of interactive strategy, practices, challenges and suggested solutions to the challe nges faced. Therefore, based on the above explanations, the following conceptual framework mo del was suggested:

Figure 2.1. Conceptual framework

Source: Own Concept

The above figure shows the relationships among the variables those underline the current study as used in the literature section. The figure first deals with the main variable of the study that is interactive strategy. According to this study interactive study are those strategies used by EFL teacher in speaking classroom. As a result the main intent of this investigation is to see teachers' belief and practices with regard to the use of interactive strategy in EFL classroom. Next, the figure shows teachers belief towards the use of interactive teaching strategy in EFL class room. To this fact, it was discussed in aforementioned sections of the study that teachers might have various beliefs on the use of interactive strategy to teach speaking skills lessons in their EFL classrooms. That is the teachers belief on the strategies determine how effectively they use them in the speaking classroom so as to improve their learning speaking skill proficiency. So, the better the teachers beliefs on the use of interactive strategies the more they can apply the strategies in their teaching of speaking skills.

The other point reveled in the figure is about teachers actual practice of interactive strategies in their EFL classroom. To this fact, teachers who have better awareness about the effect of using interactive strategies might practice the strategies in a good manner in their classroom. As a result, the current study emphasizes on the way how EFL teachers practice interactive strategies in speaking classroom, and the specific strategies used in the classroom.

Moreover, as it is shown in the figure above the study deals with the challenges that EFL teachers encounter in using interactive strategies in speaking class. That is means the study identify the critical challenges that hinder the effective use of interactive strategies in the classroom. Finally, it was pointed in the figure as the study also deals with the solutions to overcome the challenges that hinder the use of interactive strategies in EFL classroom.

CHAPTER THREE: RESEARCH METHODOLOGY

This chapter focuses on the research methodology of the study. The chapter begins with the research design. Next comes description of the study area and then it discusses the study population along with the samples and the sampling techniques. Following this, it provides explanations concerning the data gathering instruments. Next come discussions on validity and reliability issues of the tools used. Then, it presents the procedure of data collection, followed by description of the methods of data analysis. Finally, it provides information regarding ethical considerations followed during data collection.

3.1. Research Design

Research design is the way to arrange the study and collect the data based on research problems (Kothari, 2004). Thus, descriptive survey research design with mixed approach (i.e., qualitative a nd quantitative techniques) was employed. This research design was selected because it is helpful to identify the present conditions and present needs, immediate status of a phenomenon under study and facts finding (Yougesh, 2006). A mixed approach is procedure for collecting and analyzing both quantitative and qualitative data in a single study so as to understand deeply a research problem under investigation (Dornyei, 2007).

In addition, Creswell, J. W. (2011), stated that mixed method is intended for an in-depth understanding of the situation, individual experiences, to create the possibility of replication and generalization to a population and to provide insight into a breadth of experiences As it is mentioned above, the study employed quantitative data analysis technique in order to compute the data that were obtained through questionnaire from the respondents of the study. As a result, the quantitative data gathered were tabulated using descriptive statistics such as frequency and percentage using Statistical Package for Social Science (SPSS) version 24.

Apart from quantitative, qualitative approach was applied in the current study. The application of this approach is believed to be more appropriate because qualitative approach helps us to grasp people's situation, experience and attitude by using their own language and statements in their own particular context (Dyck, 1993). Additionally, the application of qualitative research method enable the researchers to explore the depth of the current situation under investigation that is

EFL teachers' beliefs and practice in using an IS to teach speaking skills in Gambella town. Thus, the data obtained through in-depth interview and classroom observation were analyzed qualitatively through narrative paragraphs.

So, the use of both quantitative and qualitative techniques in the current study enabled the researcher to analyze both quantitative and qualitative data obtained through questionnaire interview and classroom observation. In addition, the inclusion of both qualitative and quantitative techniques help the researchers to draw valid conclusions based on the result obtained. Moreover, both techniques were used because the problem under investigation demands considering the two approaches so as to meet the study objective, and to triangulate as well as supplement the deficiency of one technique with another.

3.2. Description of the Study Area

This part of the study will cover: the geographical location, population in Gambella region and location of the study participants. It is one of the regions which are found in the south western part of Ethiopia. Gambella city the capital of the Regional is located at 766 kilometer to the southwest of Addis Ababa. It is located in Anguak zone, at the confluence of the Baro river and its tributary Jajebe, with a land mass of 4,492 square kilometres; the town has a latitude and longitude of 8∘15′N34∘35′E with an elevation of 526 meters. It shares a border with Oromiya to the north and east, Southern Nations Nationalities and Peoples Regional State (SNNPRS) to the south and South Sudan to the west (CSA, 2007).

According to the the Census, the Region has total population of 307,096 with an estimated area o f 29,782.82 square kilometres. It is mainly inhabited with various Nilotic ethnicities (Nuer 46.66 %, Anuak 21.16%, Mezhenger 4%), as well as some Omotic groups (Kafficho 5.04%, Shakacho 2.27%), Afro-Asiatic populations (Amhara 8.42%, Oromo 4.83%, Kambaata 1.44%, Tigray1.32 %), and other ethnic groups predominantly from southern Ethiopia 4.86%. the region has 12 woredas with three zones namely: Nuer, Anywaa and Majeng zone (CSA, 2007). Thus, this study was conducted at four high schools found in Gambella town namely: Elay, Donbosco, and Newland and Gambella secondary schools. These schools were selected due to the researchers experience on the study problem and their relative locations.
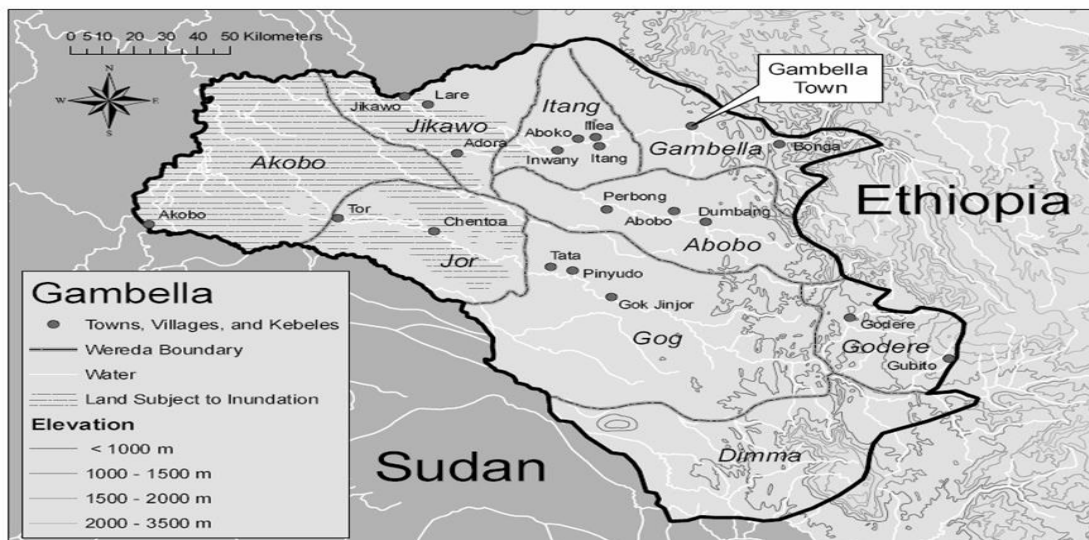
Figure1. Map of Gambella Regional State (Riek, 2016)

3.3. Population, Sample and Sampling Technique

3.3.1. Population

According to Croswell, (2012) population is a group of individuals who have some common characteristics that the researcher can identify and study. The populations for this study were English teachers at GSS. This means the study did not include populations of teachers teaching any other subjects in the schools. It is so because teachers teaching English are believed to have special relationship with the phenomenon under investigation. In addition, they have sufficient and relevant classroom teaching and learning experience in the area. Accordingly, the target population for this study consisted of teachers particularly from English department in the secondary schools at Gambella town.

3.3.2. Sample Size of the study

As stated in the above section a sample of study can be selected from population which consists of group of individuals who have some common characteristics that the researcher can identify and study Croswell, J.W. (2012). Thus, the samples of the current study were whole 32 English teachers found in four secondary schools in Gambella town. This means 8 English teachers from Elay secondary school, 7 from Donbosco secondary school, 11 from Gambella senior secondary

school and 6 from Newland secondary school teachers. From the total of 32 English teachers 24 were males and 8 were females.

3.3.3. Sampling Technique

The sampling technique used in the present study was comprehensive sampling technique. This technique was employed because the researcher used the whole 32 English teachers who were teaching English in 2014 academic year in the schools. In addition, it was used since it provides the researcher with an option to operate on a non-random basis which creates a sense of assurance about his choice of the right ones for the study. Also, all the English teachers in the secondary schools in Gambella town were used as a study participant due to their small number and meet the study objective. In line with this Janusz (2012) stated that comprehensive sampling technique is used when the entire population is included in the study. In addition, Tekalign Mam o (2019) said that comprehensive sampling technique is applied when all the populations in the group were taken as a target group of the study.

3.4. Source and Instruments of Data Collection

In order to answer the research questions, various sources and data collection instruments were employed. The followings sections deal in-depth about the possible data sources and instruments used for the research.

3.4.1. Source of Data Collection

For the purpose and objective of this study, both primary and secondary data sources were used. The main data sources used for the present study were primary sources collected from secondary schools English teachers teaching in Gambella town using questionnaire and semi-structured interview and classroom observation. Secondary data were also employed to complement the primary data. To obtain secondary data various archives and related literature were consulted. Therefore, the researcher employs these instruments because they help to obtain the necessary numerical as well as qualitative information on EFL teachers' beliefs and practice in using an interactive strategy to teach speaking skills in Gambella town.

3.4.2. Data Collection Instruments

There are various instruments used to collect necessary data for a study. To collect relevant and reliable data for the current study both qualitative and quantitative data gathering tools were employed. To this end, data-gathering instruments used for the study includes questionnaire and interview, and are presented here under.

3.4.2.1. Questionnaires

A questionnaire is a tool to gather information through written questions. It is one of the most widely used social research techniques (Blaxter, 2010). Arikunto (2013) added that questionnaire is a list of questions that are provided to persons to give their responses concerning the questions. A questionnaire was used in this study not only because it is the most common data-gathering tool, but also it helps to collect a great deal of information within the time limit and reach a large group of research subjects (Kothari, 2004). When the researcher decides to make questionnaire as a main data-gathering tool, all the advantages of the tool were taken into consideration.

The questionnaires were used in the current study to gather data from 32 English teachers teaching in Gambella town. In the study questionnaire with five point Likert scale adopted from Sisay, (2022) were employed to gather quantitative data making the necessary improvement. The scale is made up of five propositions: 1 for 'strongly disagree, 2 for 'disagree', 3 for 'neutral, 4 for 'agree', and 5 for 'strongly agree''. The questionnaire used was piloted before administrating for the actual respondents and reliability was checked through Cronbach alpha. Thus, the questionnaire used enables the researcher to gather the necessary data about EFL teachers' beliefs and practice in using an interactive strategy to teach speaking skills in Gambella town.

3.4.2.2.Classroom Observation

As to Kothari (2004), Observation is the collection of information by way of investigator's own observation, without interviewing the respondents. The information obtained relates to what is currently happening and is not complicated by either the past behavior or future intentions or attitudes of respondents. Thus, classroom observation was made on four randomly selected English teachers' classroom two times each in the course of the study to gather data about

English Teachers' actual classroom practice of using interactive strategies to teach speaking skill in English classroom. The researchers believes that making observation with more sample might help to gather in-depth data, however, only four teachers were used for observation to meet the study period. Besides simple random sampling was used to select the sample for observation so as to provide all teachers equal chance of being selected and avoid selection bias. Therefore, the observation helped the researcher to gather first hand data and triangulate the data obtained through other instruments.

3.4.2.3.Interview

Interview was one of the primary data collection tools used to collect data in this study. It is one of the most powerful and most common ways that researchers use to understand their participants views (Hailmariam, 2014). It was employed in need of securing in-depth information about the problems related to the research. Therefore, structured interview guide was employed to eight EFL teachers selected from the four schools through simple random sampling technique so as to provide equal chance for all teachers to be part of interview for the study.

The use of such interviews involves the use of a set of pre-determined questions and of highly standardized techniques of recording responses to meet the objectives of the study (Kothari, 2004). The researcher used eight EFL teachers (i.e., 2 teachers from each school) to make the interview section because it can be manageable enough and triangulate the responses obtained by questionnaire method from the teachers in the college.

3.5. Validity and Reliability of the Instruments
3.5.1. Validity of the Instrument

According to Carmines and Zeller (1979) define the validity of an assessment or tool indicates the extent to which it is an adequate measure of what is intended to measure. In other words, does the research instrument allow you to hit 'the bull's eye' of your research? Validity reveals, whether the means of measurement are accurate, and whether they are actually measuring what they intend to measure. Therefore, to ascertain the content validity of the instruments'expert opinions were sought from advisors, lecturers, and peers on the content and format of the questionnaires. Based on the comments that were obtained from the aforementione

d bodies, the necessary improvements were made on irrelevant, unclear, lengthy items and layout before administering to the actual participants of the study.

3.5.2. Reliability of the Instrument

Reliability shows a measure of consistency in measuring the same phenomena and gives the same response under similar circumstances (Ary, et al.2010). This means reliability is the degree to which an assessment tool produces stable and consistent results. So, it reveals whether the results are replicable. Regarding the reliability of the instruments in the current study, a pilot test was conducted before actual data collection to secure the reliability of all the instruments. Hence, doing so helped to check whether or not the items included in the instrument would enable the researcher to gather relevant information.

The pilot test results were taken as firsthand information about how to evaluate and give feedback on the relevance of the contents, difficulty level of the items, length and clarity of item. Furthermore, the reliability of the tools was also checked in the piloting phase of the study using Cronbach's Alpha and obtained a coefficient of 0.856. Thus, if the reliability coefficient results from the pilot study were above 0.7, as a result, the questionnaire was reliable for data collection.

3.6. Procedures of Data Collection

The processes of data collection via the instruments described above were carried out as follows. Firstly, a support letter that was obtained from Jimma University Post-graduate coordina tion office was submitted to the administrations of the schools in the study area, and the purpose of the study was explained. Following this, the questionnaires was piloted using a total of 10 English teachers (i.e., 2 teachers from each school) using simple random selection technique to make necessary improvement and make ready for administration of the actual study samples. Then, a first questionnaire was used to collect data followed by interview. Finally, classroom observation was made within a week interval on the study area. It was done so to avoid duplication of responses, clarify questions and maximize return rate. Finally, the data that were collected through the instruments were arranged, analyzed, and interpreted using appropriate procedure.

3.7.   Method of Data Analysis

According to Merriam (1998) data analysis is the process of making sense of the data by consolidating, reducing, and interpreting what people have said and what the researcher has seen and read. Since quantitative data were collected in the current study, quantitative data analysis methods were used. The quantitative data were analyzed using descriptive statistics with the aid of Statistical Package for Social Sciences (SPSS version 24)to generate and present the results using tables, frequencies and percentages.

Qualitative data analysis is the range of processes and procedures whereby one can move from the qualitative data that has been collected into some form of explanation, understanding or interpreting the situations under investigations. It is usually based on an interpretative philosophy. The idea is to examine the meaningful and symbolic content of qualitative data. Thus, in this research, the qualitative data from the in-depth interview and classroom observation were interpreted and explained using narrative paragraph.

3.8.   Ethical Consideration

Conducting social science research includes collecting data from a variety of individuals and following ethical issues is considered as one of its main conditions need to be fulfilled (Wellington, 2000). Ethical practice is a moral stance that involves researching to achieve not just high professional standards of technical procedures, but also respect and protection for the people actively consenting to be studied (Payne & Payne, 2004). These scholars added that ethical issues can relate to the researcher's integrity in using resources, collecting data, and reporting findings. Therefore, a research undertaking must fulfill these requirements and meet ethical standards stipulated by respective institutions.

Firstly, to provide proof for the legitimacy of the study, before starting the data collection process a confirmation letter was obtained from Jimma University that declares the legality of the researcher's work. By this fact, upon arrival to the study area before data collection, the researcher made first-hand contact with the administration of the study area, and create awareness about the intent of the study as its purpose is purely academic.

Subsequently, sample selected from Gambella teachers education and health Science College found in Gambella town were clearly informed that the data gathered through the instruments would be used only for academic purpose. In addition, they were informed that their participation in the study was based on their consent. Accordingly, data were properly collected from the sample participants and all the materials used for the study are properly cited and duly acknowledged.

CHAPTER FOUR: RESULTS AND DISCUSSION

This chapter presents the results and discussion of data obtained from English teachers at four secondary schools in Gambella town based on the sequence of the research questions. First, the o verall demographic characteristics of the respondents are illustrated in detail to provide backgrou nd information about the participants of the study. Then, the data obtained through various tools were presented according to the research questions. Thus, quantitative data obtained were analyzed using descriptive statistics such as frequencies and percentage.

Descriptive statistics were applied because they were the most appropriate statistics tools to be used to meet the study objectives. This is due the nature of the study which is to assess EFL teachers' beliefs and practice in using an interactive strategy to teach speaking skills in Gambella town rather than testing particular hypotheses. The qualitative data obtained through interview and classroom observations were analyzed using narrative paragraphs. Thus, the result and discussion made in this chapter are sequenced based the research questions in the study.

4.1. Demographic Characteristics of the Respondents

This part of the analysis discusses about the general demographic characteristics of the English teachers used as sample respondents selected from four secondary schools in Gambella town. To provide background information about English teachers participated in the study. Thus, gender, age, educational levels and experience of respondents were included in the questionnaire due to their potential value to probe whether the background of the participants might have effect on the issue under investigation in the study area. The information with regard to background of the study samples obtained from the questions is presented below.

Table1: Demographic characteristics of respondents

Demographic category		No	%
Sex	Male	24	75
	Female	8	25
	Total	32	100
Age	21-30	12	37.5
	31-40	18	56.25
	Above 40	2	6.25
	Total	32	100
Level of Education	Diploma	2	6.25
	Degree	22	68.75
	Masters and above	8	25
	Total	32	100
Experience	1-3 years	4	12.5
	4-6 years	12	37.5
	7-9 years	7	21.875
	Above 9 years	9	28.125
	Total	32	100

Note: No: number   %: Percentage

The above table indicates as the majority 24(75%) of the teachers participated in the study were male and the minority 8(25%) were females. Regarding age category it was indicated that 12(37.5%) of the participants were between age range of 21-30. 18(56.25%) of the teachers were between age range of 31-40, and only 2(6.25%) were above the age of 40. This result indicates as the majority of the participants were in between the age range of 31-40 which is a productive age category that can contribute for the success of the education sector.

In addition to the above, concerning level of education, 2(6.25%) were Diploma holders, 22(68.75%) were degree and the rest 8(25%) of the study respondents were master degree holders. As a result, it shows as the majority were a degree holder which is the minimum level of qualification teachers need to have in secondary schools of the country in general and Gambella region in particular. From this result it is possible to deduce that the secondary schools in the region have enough amounts of qualified teachers teaching in the schools.

Finally, concerning level of experience the teachers have in teaching English in the secondary schools, the majority 12(37.5%) of the English teachers had experience of 4-6 year and the minority 4(12.5%) had experience of 1-3 years in teaching English in the secondary school. The rest 7(21.875%) and 9(28.125%) of the study participants had experience of 7-9 and above 9 year respectively. Therefore, from the result one can point out that the region need more experience teachers, to bring the necessary change by producing competent generation that can speak and use English to the intended level.

4.2. Results of data obtained based on the research questions

In order to investigate EFL Teachers' belief of using interactive strategies in teaching speaking skills in English classroom, a survey was employed using questionnaire, interview and classroom observation. Thus, the data obtained are presented according to research questions in the study as follows:

Research Question1: What is EFL teachers' belief in using interactive strategy to teach speaking skills?

Table2. EFL teachers' beliefs' on the use of interactive strategies to teach speaking skills

N o.	Items		Responses					
			SD	D	N	A	SA	Total
1	I believe that using interactive strategies are important to teaching speaking skill in EFL classroom.	F	-	-	2	6	24	32
		%	-	-	6.3	18.8	75	100
2	I believe in the use of various interactive strategies when teaching speaking skills.	F	-	-	1	6	25	32
		%	-	-	3.1	18.8	78.1	100
3	The use of interactive strategies in EFL classroom improves speaking skills of the learners.	F	-	2	6	10	14	32
		%	-	6.3	18.8	31.3	43.8	100
4	The activities used through interactive strategies help to practice and develop speaking skills in EFL classroom	F	-	-	3	12	17	32
		%	-	-	9.4	37.5	53.1	100
5	The use of interactive strategies to teach speaking	F	-	-	7	11	14	32

					N	A	SA	
	skill helps me more than any other strategies to teach speaking skills.	%	-	-	21.9	34.4	43.8	100
6	Interactive strategies enable to produce learners with high level of confidence in speaking English.	F	-	-	3	15	14	32
		%	-	-	9.4	46.9	43.8	100
7	The use of interactive strategies helps not only to practice but also assess English speaking skills.	F	1	3	9	12	7	32
		%	3.1	9.4	28.1	37.5	21.9	100
8	The use of Interactive strategies enables to develop collaboration and habit of thinking.	F	-	-	9	15	8	32
		%	-	-	28.1	46.9	25	100
9	I do believe in interactive strategies knowledge is not given but gained through real experience.	F	6	15	-	7	4	32
		%	18.8	46.9	-	21.9	12.5	100
10	The use of interactive strategies enable teacher to share role for learners and make life-long learners	F	-	4	2	15	11	32
		%	-	12.5	6.3	46.9	34.4	100
11	Interactive strategies enable teachers to develop interaction among themselves and their learners.	F	-	-	7	16	9	32
		%	-	-	21.9	50	28.1	100

Note: F: Frequency %: Percent SD: Strongly Disagree D:Disagree N:Neutral A:Agree SA: Strongly Agree

The table above on whether the English teachers believe that using interactive strategies are important for teaching speaking skill in EFL classroom., indicated that 2(6.3%) of the participants were nether agree nor disagree with the statement. 6(18.8%) of the respondents were agreed and 24(75%) were strongly agreed that that using interactive strategies are important for teaching speaking skill in EFL classroom. This result shows as the huge majority of the study participants strongly agreed that using interactive strategies are important for teaching speaking skill in EFL classroom.

For statement which says teachers believe in the use of various interactive strategies when teaching speaking skills, 1(3.1%) of the respondents replied as they were neutral However, 6(18.8%) of the participants replied their agreement as they believe in the use of various interactive strategies when teaching speaking skills while the rest 25(78.1%) were strongly agreed as they believe in the use of various interactive strategies when teaching speaking skills. From this concept one can deduce that majority of the respondents have awareness about the use of various interactive strategies when teaching speaking skills so as to enhance their learners English speaking skills.

Concerning whether the use of interactive strategies in EFL classroom improves speaking skills of the learners or not 2(6.3%) of the respondents showed their disagreement, and 6(18.8%) of the participant were neutral. However, 10 (31.3%) of the respondents were agreed that the use of interactive strategies in EFL classroom improves speaking skills of the learners. The rest 14 (43.8%) responded as they strongly agree that the use of interactive strategies in EFL classroom improves speaking skills of the learners. From the responses of the majority of the respondents it is possible to deduce that teachers in the study area believe the use of interactive strategies in EFL classroom improves speaking skills of the learners.

Regarding the activities used through interactive strategies help to practice and develop speaking skills in EFL classroom, 3(9.4%) of the participants were neither agree nor disagree. 12(37.5%) and 17(53.1%) of the respondents showed their agreement and strong agreement respectively on the activities used through interactive strategies help to practice and develop speaking skills in EFL classroom. This indicates as the respondents have no awareness gap as the activities used through interactive strategies help to practice and develop speaking skills in EFL classroom.

For item which says the use of interactive strategies to teach speaking skill helps teachers more than any other strategies to teach speaking skills, 7(21.9%) of the participants were neutral. 11(34.4%) of the study participants were agree as the use of interactive strategies to teach speaking skill helps teachers more than any other strategies to teach speaking skills. Besides the majority14 (43.8%) of the respondents answered they strongly disagree as the use of interactive strategies to teach speaking skill helps teachers more than any other strategies to teach speaking skills. This implies as to the study findings the use of interactive strategies to teach speaking skill helps teachers more than any other strategies to teach speaking skills.

Regarding teachers beliefs about interactive strategies enable to produce learners with high level of confidence in speaking English, 3(9.4%) of the participants were neither agree nor disagree whereas 15 (46.9%) and 14 (43.8%) of the respondents reported that they agree and strongly agree respectively. From this one can conclude that the majority of the respondents agreed that interactive strategies enable to produce learners with high level of confidence in speaking English. This indicates that they can use interactive strategies in the speaking classroom since it enables them to produce learners with high level of confidence in speaking English.

As far as the seventh statement is concerned, 1(3.1%) of the total respondents reported their strong disagreement that the use of interactive strategies helps not only to practice but also assess English speaking skills. 3(9.4%) of participants indicated their disagreement, and 9(28.1%) were neither agreed nor disagreed with the statement the use of interactive strategies helps not only to practice but also assess English speaking skills. However, 12(37.5%) of the respondents were agree and 7(21.9%) were strongly agree about the use of interactive strategies helps not only to practice but also assess English speaking skills. This clearly indicates that the majority of the study participant beliefs that the use of interactive strategies helps not only to practice but also assess English speaking skills.

The next statement about the use of interactive strategies enables to develop collaboration and habit of thinking, 9(28.1%) of the participants were neutral. 15(46.9%) of the study participants were agree as the use of interactive strategies enables to develop collaboration and habit of thinking. The rest 8(25%) of the respondents answered they strongly agree as the use of interactive strategies enables to develop collaboration and habit of thinking. This implies as the use of interactive strategies enables to develop collaboration and habit of thinking.

In the same table about whether the teachers believe in the case of interactive strategies knowledge is not given but gained through real experience. 6(18.8%) and 15 (46.9%) of the respondents answered that they strongly disagree and disagree respectively. But none of the participants were reported neutral on the statement. Besides, 7(21.9%) and 4(12.5%) of the study participants reported agree and strongly agree that teachers believe in the case of interactive strategies knowledge is not given but gained through real experience. So, it is possible to say from the result in which 15 (46.9%) of the respondents reported their disagreement that teachers believe in the case of interactive strategies knowledge is not given but gained through real experience.

With regard to the use of interactive strategies enable teacher to share role for learners and make life-long learners, 4(12.5%) of the study samples replied they agree. 2(6.3%) were neutral whereas, 15 (46.9%) and 11(34.4%) of the respondents were agree and strongly agree that the use of interactive strategies enable teacher to share role for learners and make life-long learners. This result clearly indicates as the vast majority 26 (81.3%) of the study respondents showed

their agreement as the use of interactive strategies enable teacher to share role for learners and make life-long learners. This points as if the teachers use interactive strategies in their EFL classroom they could be able to share role for learners and make them life-long learners.

For the last item that is on teachers beliefs on interactive strategies enable teachers to develop interaction among themselves and their learners, 7(21.9%) of the respondents replied as they were neutral. However, 16(50%) of the participants replied their agreement as they believe interactive strategies enable teachers to develop interaction among themselves and their learners while the remaining 9(28.1%) were strongly agreed as they believe in interactive strategies enable teachers to develop interaction among themselves and their learners. Therefore, this shows us that majority of the respondents showed their agreement as teachers believe interactive strategies enable teachers to develop interaction among themselves and their learners. So, if teachers practice the use of interactive strategy in their English speaking class they can develop interaction among themselves and their learners.

Research Question 2: How do EFL teachers practice interactive strategies to teach speaking skills?

Table3. EFL teachers' use of activities to practice interactive strategies to teach speaking skills

No.	Items		SD	D	N	A	SA	Total
								Responses
1	Make the classroom environment conducive for classroom interaction in speaking lesson.	F	-	5	3	18	6	32
		%	-	15.6	9.4	56.3	18.8	100
2	Prepare lessons other than the textbook so as to make learners interact in speaking classroom.	F	2	4	8	13	5	32
		%	6.3	12.5	25	40.6	15.6	100
3	Give more opportunities for learners to learn by doing.	F	2	18	5	3	4	32
		%	6.3	56.3	15.6	9.4	12.5	100
4	Provide activities that enhance learners' interaction in speaking classroom	F	5	3	1	18	5	32
		%	15.6	9.4	3.1	56.3	15.6	100
5	Provide interactive activities that help leaners to relate classroom learning with their real life.	F	-	13	6	12	1	32
		%	-	40.6	18.8	37.5	3.1	100
6	Provide necessary support for learners to	F	-	-	4	13	15	32

			SD	D	N	A	SA	
	interact in speaking classroom.	%	-	-	12.5	40.6	46.9	100
7	Make a frequently monitoring and evaluation on classroom interaction in speaking class.	F	-	3	4	20	5	32
		%	-	9.4	12.5	62.5	15.6	100
8	Be role models for learners to interact in speaking lesson	F	-	2	13	13	4	32
		%	-	6.3	40.6	40.6	12.5	100
9	Use varies techniques of reinforcements to enhance interactive strategies in speaking class.	F	-	2	-	21	9	32
		%	-	6.3	-	65.6	28.1	100

Note: SD: Strongly Disagree   D: Disagree   N: Neutral   A: Agree   SA: Strongly Agree

As can be seen from the above table, 5(15.6%) of the respondents disagree with the statement they make the classroom environment conducive for classroom interaction in speaking lesson. The vast majority 18(56.3%) of the participants reported their agreement with the statement. 6(18.8%) replied strongly agree that they make the classroom environment conducive for classroom interaction in speaking lesson. However, a few minority 3(9.4%) of the participants replied neutral on the statement. From this result, it is possible to conclude that the teachers in the study area make the classroom environment conducive for classroom interaction in speaking lesson.

For statement about prepare lessons other than the textbook so as to make learners interact in speaking classroom, 2(6.3%) and 8(25%) of the study participants responded that the strongly disagree and disagree respectively. 8(25%) of them reported as they were neutral with regard to the item. Bedsides, 13(40.6%) and 5(15.6%) replied they agree and strongly agree respectively that they prepare lessons other than the textbook so as to make learners interact in speaking classroom. This finding indicates from the total of the respondents as the majority which is 13(40.6%) of them showed their agreement on the item. Thus, it entails that teachers in the study area prepare lessons other than the textbook so as to make learners interact in speaking classroom.

Regarding giving more opportunities for learners to learn by doing, 2(6.3%) of the study participants strongly disagree whereas 18(56.3%) of them were reported their disagreement with the statement. 5(15.6%) of the respondents reported neutral to the item. Whereas, 3(9.4%) and 4(12.5%) of the participants reported agree and strongly agree respectively that they give more

opportunities for learners to learn by doing. So, one can deduce from the result that huge amount 18(56.3%) of the participants showed their disagreement with the statement.

For the statement that deals with providing activities that enhance learners' interaction in speaking classroom, 5(15.6%) and 3(9.4%) of the respondents said they strongly disagree and disagree respectively. Whereas 1(3.1%) of them answered neutral, but the majority 18(56.3%) reported agree that they provide activities that enhance learners' interaction in speaking classroom. The rest, 5(15.6%) of the respondents said they strongly agree that they provide activities that enhance learners' interaction in speaking classroom. Therefore, this show as the teachers in the study area have better performance with respect to providing activities that enhance learners' interaction in speaking classroom.

In line with statement whether teachers provide interactive activities that help leaners to relate classroom learning with their real life, 13(40.6%) and 6(18.8%) of the respondents replied they disagree and neutral respectively. 12(37.5%) of the participants reported agreement while the only 1(3.1%) of the respondents replied they strongly agree that they provide interactive activities that help leaners to relate classroom learning with their real life. These results pointed that the majority that is 13(40.6%) of the respondents reported their disagreement on the item. Thus, it is possible to say from the result as teachers have gap in providing interactive activities that help leaners to relate classroom learning with their real life.

As can be seen from table 4, regarding whether teachers provide necessary support for learners to interact in speaking classroom, 4(12.5%) replied neutral. 13(40.6%) and 15(46.9%) of the participants responded that they agree and strongly agree respectively as they provide necessary support for learners to interact in speaking classroom. Thus, it indicates as majority of the participants reported their strong agreement as they provide necessary support for learners to interact in speaking classroom. This this implies as English teachers in the study area were doing their level best by providing necessary support for learners to interact in speaking classroom.

Regarding make a frequently monitoring and evaluation on classroom interaction in speaking class, 3(9.4%) of the participants responded that they did not agree. 4(12.5%) of the respondents neither agree nor disagree with the statement. For similar statement the vast majority 20(62.5%)

of the respondents said they agree, and 5(15.6%) of them replied they strongly agree as they make a frequently monitoring and evaluation on classroom interaction in speaking class. From this one can understand as English teachers' in Gambella town make a frequently monitoring and evaluation on classroom interaction in speaking class.

The other statement mentioned is about teachers being role models for learners to interact in speaking lesson. To this fact, 2(6.3%) of the respondents disagree with the statement teachers be role models for learners to interact in speaking lesson. 13(40.6%) and 13(40.6%) of the participants reported neutral and agree respectively with the statement. The rest 4(12.5%) of the participants replied strongly agree that teachers being role models for learners to interact in speaking lesson. From this result, it is possible to conclude that the teachers in the study area were role models for learners to interact in speaking lesson.

For the last statement about the use of varies techniques of reinforcements to enhance interactive strategies in speaking class, 2(6.3%) replied they disagree with the statement. The majority 21(65.6%) of the study participants said agree, the rest 9(28.1%) of the respondents reported they strongly agree as they use of varies techniques of reinforcements to enhance interactive strategies in speaking class. From this result, it possible to deduce that as the English teachers in the study area use varies techniques of reinforcements to enhance interactive strategies in speaking class. This might have its own positive contribution for the learners to share their idea and have better interaction in English speaking skill class.

As mentioned in the third chapter of this paper, classroom observations is one among the tools used to collect the necessary data for the study and meet the study objective. Observations were made to see the actual classroom activities used to practice interactive strategy in English speaking classroom. In addition the use of observation helps the researcher to check and triangulate the data obtained through questionnaire on the activities used so as to practice interactive strategy in English speaking class. As a result classroom observations were made twice on four teachers (i.e., one from each school). Thus, observations were made according to the checklist prepared for this purpose as shown below.

Table4: Results of Classroom Observation on the use of activities to practice interactive strategy

	Items	Teacher 1				Teacher 2				Teacher 3				Teacher 4			
		Day				Day				Day				Day			
		One		Two		One		Two		One		Two		One		Two	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Make the classroom environment conducive for classroom interaction in speaking lesson.		√	√		√			√		√	√			√		√
2	Prepare lessons other than the textbook so as to make learners interact in speaking classroom.		√		√	√		√	√		√		√	√		√	
3	Give more opportunities for learners to learn by doing.		√		√		√	√		√			√	√			√
4	Provide activities that enhance learners' interaction in speaking classroom	√		√		√		√		√			√	√			√
5	Provide interactive activities that help leaners to relate classroom learning with their real life.		√		√	√		√		√			√		√		√
6	Provide necessary support for learners to interact in speaking classroom.	√		√			√	√			√	√		√		√	
7	Make a frequently monitoring and evaluation on classroom interaction in speaking class.	√		√		√		√		√		√			√	√	
8	Be role models for learners to interact in speaking lesson		√		√	√			√		√	√		√			√
9	Use varies techniques of reinforcements to enhance interactive strategies in speaking class.	√		√			√		√		√	√			√	√	

As can be seen from the observation checklist it was observed as there were gaps with regard to teachers making the classroom environment conducive for classroom interaction in speaking lesson, and preparing lessons other than the textbook so as to make learners interact in speaking classroom. This can be justified by the result obtained from the classroom observation in which most of the teacher classes observed failed to perform accordingly. This indicates as the teachers were not making the classroom environment conducive to practice interactive strategy effectively in speaking classes. To this fact teachers have pointed in the interview as there were problems which are beyond their capacity that need the support of the school and the regional education office. In line with this though they mentioned many factors most of them lies with lack of teaching resource or materials and large class size.

 In addition it was found that teachers have deficit in providing interactive activities that help leaners to relate classroom learning with their real life. There were also gaps with regard to English teachers in the study area to be role models for learners to interact in speaking lesson. To this fact, the researcher had witnessed from the classroom observation though teachers provide activities there were weakness in being and acting as a role model for the learners to the expected level. To this regard teachers were mentioned as mother-tongue influence and lack of interest by students to use the language which in turn impact teachers use of English language being role model for practicing the language.

However, positive results were observed with regard to most of the statement in the checklist. For instance, giving more opportunities for learners to learn by doing and providing activities that enhance learners' interaction in speaking classroom were among the statement in which teachers were doing accordingly. Next, it was observed that teachers were providing necessary support for learners to interact in speaking classroom, and making a frequent monitoring and evaluation on classroom interaction in speaking class. Moreover, it was also observed as teachers were performing well with regard to using varies techniques of reinforcements to enhance interactive strategies in speaking class.

From the result obtained by the research direct classroom observation it is possible to point out teachers were performing better on most of the statement on the checklist though weakness were observed on some of the statements such as number one, two, five and eight. However, the study

result obtained from question and classroom observation shows as there are discrepancies on few statements. This means the respondents had reported their agreement on item number one, two and eight while gaps were observed for these items according to classroom observation.

Research Question3: What interactive strategies are used by EFL teachers to teach speaking skills?

Figure1. Interactive strategies used by EFL teachers' to teach speaking skills
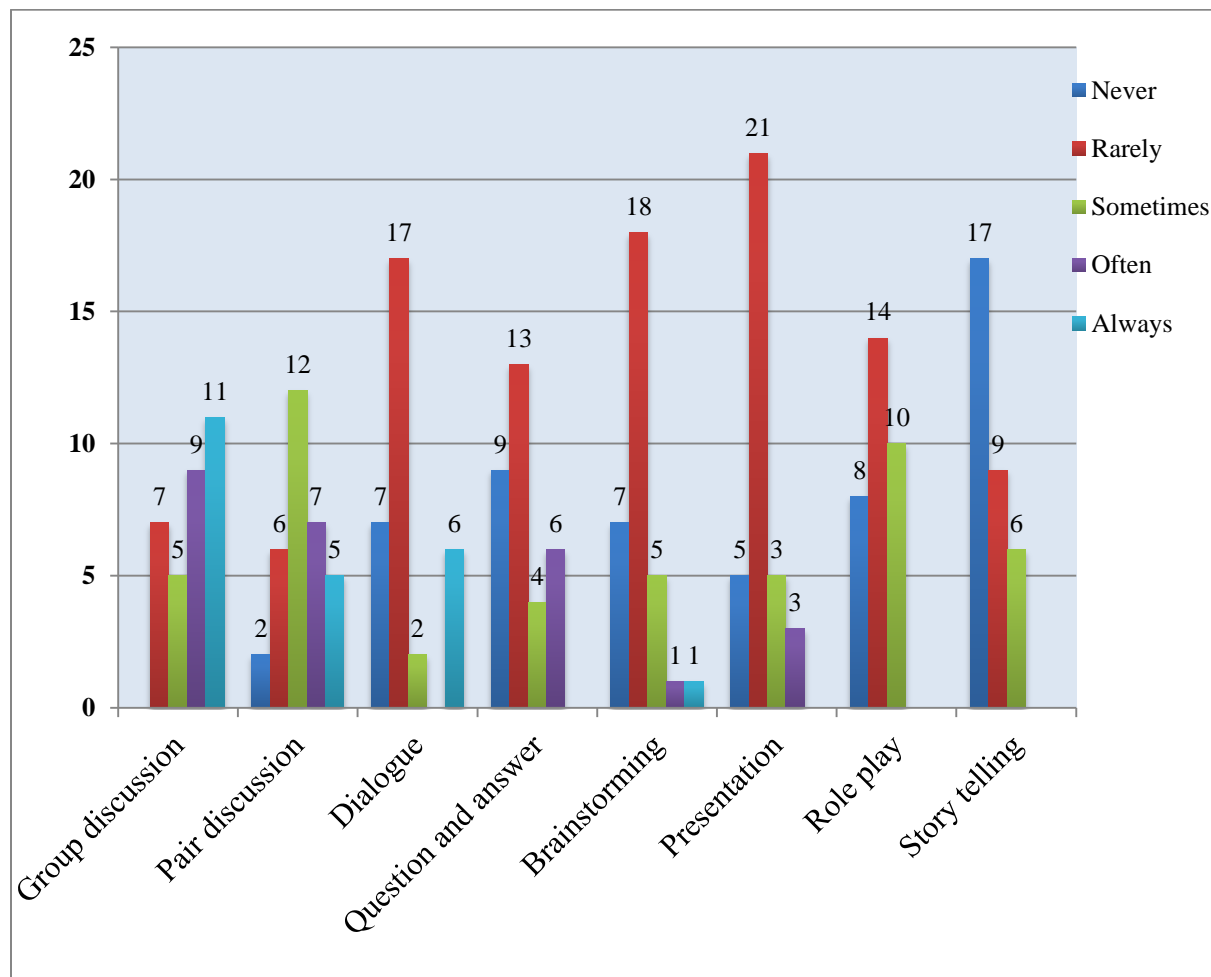
The results in the above graph show the various interactive strategies used by EFL teachers to teach speaking skills in the secondary schools of the study area. With this regard, 7(21.9%) of the respondents reported that they rarely use group discussion in their speaking classroom. 5(15.6%) of the participants replied they sometimes use group discussion in their classroom as

interactive strategy to teach speaking skills. 9(28.1%) of the participants replied they often use group discussion whereas, the majority 11(34.4%) of them reported they always use group discussion as interactive strategy to teach speaking skills in their classroom.

The second interactive strategy used by the teachers to teach speaking skills was pair discussion. To this fact, 2(6.3%), 6(18.8%), 12(37.5%), 7(21.9%) and 5(15.6%) of the respondents said that they never, rarely, sometimes, often and always use pair discussion in their speaking classroom respectively. Regarding the use of dialogue as interactive strategy to teach speaking skills, 7(21.9%) never, 17(53.1%) rarely, 2(6.3%) sometimes and 6(18.8%) always use it in their English speaking class. Concerning the use of question and answer, 9(28.1%), 13(40.6%),4 (12.5%) and 6(18.8%) reported they never, rarely, sometimes and often use it in their speaking class respectively. Brainstorming was used by 7(21.9%) never, 18(56.3%) rarely, 5(15.6%) sometimes, 1(3.1%) often and by the same number 1(3.1%) of the respondents always as one among interactive strategies to teach speaking skills in their classroom.

As can be seen from similar figure 5(15.6%) never, 21(65.6%) rarely, 3(9.4%) sometimes and 3(9.4%) often use presentation as interactive strategy to teach speaking skills in their English language classroom. Role play was used by 8(25%) never, 14(43.8%) rarely and 10(31.3%) sometimes as interactive strategy to teach speaking skills in EFL classroom. Final, store telling was never used by 17(53.1%) of the study respondents as interactive strategy to teach speaking skills. It was used rarely by 9(28.1%) of the respondents as interactive strategy to teach speaking skills while it was only used sometimes by 6(18.8%) of the study participants.

Therefore, the above study result clearly indicates as group discussion was used by 11(34.4%) always as an interactive strategy to teach speaking skills in English classes in secondary schools of the study area. From this result of the study finding, it is possible to deduce that the majority of English teachers prefer to use group discussion as an interactive strategy to teach speaking skills lessons in the study area. Moreover, this result is related with the result in the table2 about EFL teachers' beliefs' on the use of interactive strategies to teach speaking skills in which the majority of the participants showed their agreement as the use of interactive strategies enables to develop collaboration and habit of thinking.

Table5. The most and least used interactive strategies by EFL teachers'

No	Interactive Strategies	Level of use		
		Mean	SD	Rank
1	Group discussion	3.75	1.16398	1
2	Pair discussion	3.2188	1.12836	2
3	Dialogue	2.4063	1.36451	3
4	Question and answer	2.2188	1.06965	4
5	Brainstorming	2.0936	.89296	6
6	Presentation	2.1250	.79312	5
7	Role play	2.0625	.75935	7
8	Story telling	1.6563	.78738	8

Note: SD: Standard Deviation

The above table shows the mean values of the different interactive strategies used by English teachers to teach speaking skills in their classrooms. Thus, Group discussion has the mean values of 3.75 and standard deviation 1.16398, Pair discussion has the mean values of 3.2188 and standard deviation 1.12836 and Dialogue has the mean values of 2.4063 and standard deviation 1.36451. Similar table shows as Question and answer has the mean values of 2.2188 and standard deviation 1.06965, Brainstorming has the mean values of 2.0936 and standard deviation .89296 and Presentation has the mean values of 2.1250 and standard deviation .79312.

 In addition, Role play has the mean values of 2.0625 and standard deviation .79312, and Storytelling mean values of 1.6563 and standard deviation .78738. This result of the study points that group discussion was the most used and storytelling was the least used interactive strategy by English teachers to teach speaking skills lessons in their classroom. This implies as the teachers in the study area use interactive strategy that positively impact their learners' English speaking skill as well as their collaboration skill. Therefore, by doing so, the teachers in the study area bring the necessary change on their learners with regard to speaking skills.

Research Question 4: What are some of the challenges EFL teachers face in practicing interactive strategy to teach speaking skills?

This section of the study presents the result of the qualitative data gathered through interview on challenges faced by EFL teachers in practicing interactive strategy to teach speaking skills so as to answer the fourth research question. To gather detailed information on different opinions of the participants on challenges faced by EFL teachers in practicing interactive strategy to teach speaking skills interview were conducted with eight English teachers in the study area.

Respondents were requested about effectiveness of current practice of using interactive strategies in speaking lesson and related challenges. Most of the respondents replied that as current practice of interactive strategy to teach speaking skills were not effective in the way they can meet the demands of the learners. They mentioned as there are some challenges that hinder the effective practice of interactive strategy to teach speaking skills in the study area. Consequently, large class size, lack of teaching materials (textbook, audio material), students mother-tongue influence, students lack of interest and EFL speaking anxiety, tasks used in the lessons and variation in learners English speaking were among the challenges identified.

The teachers were asked the solution to overcome the challenges that hinder their effective practice of using interactive strategies to teach speaking skills in their classroom. They forwarded as most of the challenges were beyond their capacity and need collaborative effort. They suggested the size of the class should be according to the number of the learners since huge number of learners was in a single class which makes practicing an interactive strategy difficult to apply in the classroom. In addition teaching materials should be revised by incorporating lesson to practice interactive strategies effectively in speaking classes, and much should be done on attitude change towards the use of English language in and out of school. As a result, the school should work in collaboration with the regional education office and other governmental and non-governmental stake holders so to alleviate the problems identified.

4.2 Discussion of the study

This section of the study deals with the discussion on the major results based on the sequence of research question. Thus, the discussions of the study are supported with evidence from other

studies made so far on the area. Regarding the teachers' belief on using interactive strategy to teach speaking skills, the result showed as the teachers have good awareness on the area. To this fact the result of data obtained through questionnaire clearly pointed that using various interactive strategies are important to teaching speaking skill in EFL classroom. The result also indicated as EFL teachers have good awareness on the use of various interactive strategies in EFL classroom improves speaking skills of the learners. This is in line with the result of study conducted by Turkben, (2019) on teachers' belief on the effects of interactive teaching strategies on speaking skills of students learning. This study finding pointed as teachers believe as the use of interactive teaching strategy had positive effect on the improvement of speaking skills of students.

Regarding the second research question that about the way EFL teachers' use of interactive strategies to teach speaking skills in their classroom. It was indicated as the teachers' use interactive strategies in a good manner. This means teachers make the classroom environment conducive for speaking activities, prepare lessons other than those in text book, and also provide activities that enable to develop students learning through interaction. The study finding made by Bizuayehu & Getachew (2014) on Speaking Strategies Employed by Second Year Students at Mettu College of Teachers Education support. In the study result it was indicated as although the teacher is aware of the importance of the use of interactive strategy in speaking classroom there lag back in actual practice.

For the third research question that is "What interactive strategies are used by EFL teachers to teach speaking skills?" It was shown as for the majority of the items in the study in relation with teachers' actual practice of interactive using varied strategies to teach speaking skills in EFL classroom showed only the use of few strategies routinely. As a result, it was pointed that group discussion was mostly used strategy whereas story telling was the least used interactive strategy by EFL teachers' in their classroom. To this regard Sanaa & Sara (2020) conducted study on reasons for the unwillingness of some young learners to speak and interact in English. The result of the study showed as Task-based and theme-based learning, such as stories, songs, games, project work and pair work is shown to be beneficial to increase pupils' motivation towards speaking.

Finally the interview result of the study identified some of the challenges EFL teachers face in practicing interactive strategy to teach speaking skills, and the solutions to overcome the challenges identified. Most of the respondents replied current practice of interactive strategy to teach speaking skills was not effective due to the presence of some challenges that hinder its effective practice in EFL classroom. Thus, large class size, lack of teaching materials, mother-tongue influence, and lack of interest due to EFL speaking anxiety as well as variation in learners' English speaking capacity were among the challenges identified.

The teachers were asked the solution to overcome the challenges that hinder their effective practice of using interactive strategies to teach speaking skills in their EFL classroom. They suggested as the number of students in a class should be manageable enough to practice an interactive strategy in the classroom. In addition teaching materials should be revised by incorporating suitable lesson to practice interactive strategies effectively in speaking classes. Moreover, it was suggested that the school should work in collaboration with the regional education office and other governmental and non-governmental stake holders so as to alleviate the problems identified.

This interview result was in line with the result of study conducted by Arwa, (2016) on exploring five Saudi English language teachers' beliefs and practices regarding their teaching of speaking using interactive strategies. The study indicated as learners' variation in speaking and using English, contents incorporated in the books and mother-tongue influence were among factors which influenced the actual practices of interactive strategy in the classroom. In addition, Sanaa & Sara (2020) conducted study on reasons for the unwillingness of some young learners to speak and interact in English. In this study it was indicated that limitation of communication tasks and large classroom sizes are other mitigating factors. In addition, teachers often using the first language in class resulted in pupils doing the same. This contributes to a lack of motivation and confidence in speaking English for some learners. Moreover, Josephine & Sujatha (2011) pointed in the study as students are still unable to play an effective role in group discussions as they lack the necessary vocabulary and interaction strategies.

Chapter Five: Conclusions and Recommendations

This chapter discloses the conclusion and recommendation of the present study. The conclusion are made based on the major findings of the study, and helps to understand the inferences of the researcher based on the data collected using various instruments. Next, the section divulges recommendations to pertinent bodies.

5.1. Conclusion

Based on the main findings synthesized above, the following conclusions are made. The result obtained using teachers questionnaire on their awareness on using interactive strategies to teach speaking skills had shown as English teachers in the study area have good awareness and beliefs on the area. To this fact, the vast majority of them reported their agreement as the use of interactive strategies is important to teach speaking skills. This indicates as English teachers in the study area have no belief gaps that using interactive strategy will help to teach English speaking skills.

In addition, it is possible to conclude from the study finding as there are practical activities practice gaps in the EFL speaking class in the study area. To this fact, it can be seen from classroom observation as English teachers were not making the classroom environment conducive for classroom interaction in speaking lesson, and they were not preparing lessons other than the textbook so as to make learners interact in speaking classroom. There were also gaps observed with respect to providing interactive activities that help leaners to relate classroom learning with their real life, and being role models for learners to interact in speaking lesson. This indicates as teachers were being slicked to the activities set in the text book only since they were not providing activities that enhance learners' classroom interaction other than the text book. As a result, it will be difficult for the teachers to make the teaching learning lessons long lasting and positively impact the students' academic endeavor.

From the findings with regard to the interactive strategies used by the English teachers, it is possible to conclude that group discussion was the mostly used interactive strategy with huge gap with the others and storytelling was the least used interactive strategy used by the EFL teachers in the study area. This result indicates as it is difficult to improve learners speaking

skills with the use of a single strategy. Thus, the use varied strategies for different topics will positively impact the teaching of speaking skills.

Finally, the researcher can conclude from the major findings of the study obtained from interview as there were many challenges that hinder their actual use of interactive strategies in their EFL classroom teaching of the speaking skills lessons. For instance, class size, mother-tongue influence, learners and teacher interest to use English language and lack of material resource to practice interactive strategies effectively in English speaking classes. The extent of the presence of aforementioned challenges might negatively impact the teaching of speaking skills using interactive strategies in the secondary schools in the study area.

5.1. Recommendation

This section presents the recommendations forwarded based on the conclusions drawn from the findings. The results of this study have important implications in the process of English teachers beliefs and practices using interactive strategies in English speaking classes in secondary schools at Gambella town. Thus, the researcher forwarded the following suggestions which may help to improve the weaknesses observed in the study area.

➢ Teachers should keep on their awareness on the use of interactive strategies to teach speaking skills in their EFL classroom.
➢ Teachers are suggested to improve gaps observed with respect to the use of activities that can actual help to put in to practice interactive strategies to teach speaking skills in their classroom.
➢ EFL teachers should work hard to make their classroom environment conducive for cl assroom interaction in speaking lesson.
➢ In addition, teachers are recommended to prepare lessons other than the textbook so as to make learners interact in speaking classroom.
➢ They are also suggested to provide interactive activities that help leaners to relate classroom learning with their real life, and be role models for learners to interact in speaking lesson.
➢ Moreover, English teachers in the schools should use varied interactive strategies to teach speaking skills in their classrooms.

➢ The school administration should work in collaboration with the concerned government and non-government stakeholders work on education so as to reduce and if possible to eliminate the challenges that hinder the effective practice of using interactive strategies to teach speaking skills in he stated schools.

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Appendixes
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Appendix-a: teachers questionnaire

Dear teachers,

The purpose of this questionnaire is to collect data on thesis entitled "EFL teachers' beliefs and practices in using an interactive strategy to teach speaking skills in Gambella town". So your genuine participation in in responding to each question is very help full for both the successful completion of the study and addressing the problems under investigations. Thus, feel free and confidential in giving your responses knowing that the responses will be used only for the purpose the accomplishment of the study. Please do not write your name in any of the sections of the instrument to maintain anonymity or confidentiality.

Thank you in advance for your cooperation!

Part one: General Information

Direction: please you are kindly requested to give general information about yourself based on the questions.

1. Sex: Male ☐   Female ☐

2. Age:

21-30 years ☐   31-40 years ☐   above 40 years ☐

3. Your education level

   Diploma ☐   Degree ☐   Master Degree& above ☐

4. Experience

1-3 years ☐   4-6 years ☐   7-9 years ☐   above 9 years ☐

Part two: EFL teachers' beliefs and practices in using an interactive strategy to teach speaking skills

Direction: The following items are about EFL teachers' beliefs and practices in using an interactive strategy to teach speaking skills. Please put a tick (√) mark based on your agreement with the statement

Note SD: Strongly disagrees   D: Disagree   N: Neutral   A: Agree   SA: Strongly Agree

I. EFL teachers' beliefs' on the use of interactive strategies to teach speaking skills

No.	Items	Responses				
		SD	D	N	A	SA
1	I believe that using interactive strategies are important for teaching speaking skill in EFL classroom.					
2	I believe in the use of various interactive strategies when teaching speaking skills.					
3	The use of interactive strategies in EFL classroom improves speaking skills of the learners.					
4	The activities used through interactive strategies help to practice and develop speaking skills in EFL classroom					
5	The use of interactive strategies to teach speaking skill helps me more than any other strategies to teach speaking skills.					
6	Interactive strategies enable to produce learners with high level of confidence in speaking English.					
7	The use of interactive strategies helps not only to practice but also assess English speaking skills.					
8	The use of Interactive strategies enables to develop collaboration and habit of thinking.					
9	I do believe in interactive strategies knowledge is not given but gained through real experience.					
10	The use of interactive strategies enable teacher to share role for learners and make them life-long learners					
11	Interactive strategies enable teachers to develop interaction among themselves and their learners.					

II. Interactive strategies used by EFL teachers' to teach speaking skills

No.	Interactive Strategies	Responses				
		1	2	3	4	5
1	Group discussion					
2	Pair discussion					
3	Dialogue					
4	Question and answer					
5	Brainstorming					
6	Presentation					
7	Role play					
8	Story telling					

III.   The most and least used interactive strategies by EFL teachers'

No	Interactive Strategies	Level of use	
		Mean	Rank
1	Group discussion		
2	Pair discussion		
3	Dialogue		
4	Question and answer		
5	Brainstorming		
6	Presentation		
7	Role play		
8	Story telling		

IV.   EFL teachers use of activities to practice interactive strategies to teach speaking skills

No.	Items	Responses				
		SD	D	N	A	SA
1	Make the classroom environment conducive for classroom interaction in speaking lesson.					

2	Prepare lessons other than the textbook so as to make learners interact in speaking classroom.					
3	Give more opportunities for learners to learn by doing.					
4	Provide activities that enhance learners' interaction in speaking classroom					
5	Provide interactive activities that help leaners to relate classroom learning with their real life.					
6	Provide necessary support for learners to interact in speaking classroom.					
7	Make a frequently monitoring and evaluation on classroom interaction in speaking class.					
8	Be role models for learners to interact in speaking lesson					
9	Use varies techniques of reinforcements to enhance interactive strategies in speaking class.					

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Appendix-b: Classroom Observation Checklist

This classroom observation checklist includes general and specific activities to be observed at different points in the class.

I. General Issues

1. The school

1.1 Name of the school observed _____

2. The section

2.1 Section observed _____

2.2 Section size_____

2.3 Number of female students_____

2.4 Number of male students_____

3. Date and day of observation

3. 1 Date _____

3.2 Day _____

3.3 Time_____

4. Activity observed

4.1. Title of the task, Activity _____

4.2. Time taken_____

II. Specific issues

No.	Items	Responses	
		Yes	No

1	Make the classroom environment conducive for classroom interaction in speaking lesson.		
2	Prepare lessons other than the textbook so as to make learners interact in speaking classroom.		
3	Give more opportunities for learners to learn by doing.		
4	Provide activities that enhance learners' interaction in speaking classroom		
5	Provide interactive activities that help leaners to relate classroom learning with their real life.		
6	Provide necessary support for learners to interact in speaking classroom.		
7	Make a frequently monitoring and evaluation on classroom interaction in speaking class.		
8	Be role models for learners to interact in speaking lesson		
9	Use varies techniques of reinforcements to enhance interactive strategies in speaking class.		

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Appendix-c: teachers interview questions

Dear teachers, the purpose of these questionnaires is to collect data on EFL teachers' beliefs and practices in using an interactive strategy to teach speaking skills in Gambella town. So your genuine participation in in responding to each question is very help full for both the successful completion of the study and addressing the problems under investigations. Thus, feel free and confidential in giving your responses knowing that the responses will be used only for the purpose the accomplishment of the study.

I would like to thank you for your cooperation

1. Do you think you are practicing interactive strategy to teach speaking skills practiced effectively in your classroom?
2. If your answer for number one is no, are there any challenges you faced in practicing an interactive strategy to teach speaking skills in your classroom?
3. Please mention some of the major challenges you faced in your classroom.

_____

_____

_____

_____

4. What are the possible solutions based on your experience that you may think helpful to alleviate the challenges?

_____

_____

_____