



WOLKITE UNIVERSITY
COLLEGE OF SOCIAL SCIENCE AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

**AN INVESTIGATION OF TEACHING SPEAKING SKILLS
PRACTICES AND CHALLENGES IN IMPLEMENTING STRATEGY
USE IN EFL SPEAKING CLASSROOM: THE CASE OF GRADE 10
PRIVATE AND PUBLIC SECONDARY SCHOOLS IN EMDEBIR CITY
ADMINISTRATION, GURAGE ZONE**

MA THESIS
BY
MESFIN ZEPRE

DECEMBER, 2023
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**A THESIS PRESENTED TO THE DEPARTMENT OF ENGLISH
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REQUIREMENTS OF THE DEGREE OF MASTER OF ARTS IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

**DECEMBER, 2023
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Approval Sheet
WOLKITE UNIVERSITY
SCHOOL OF GRAGUATE STUDIES

We hereby certify that we have read and evaluated this Thesis titled “An Investigation of teaching speaking skills Practices and challenges in implementing strategy use in EFL speaking classroom”. The case of Grade 10 Private and Public Secondary Schools of Emdebir City Administration. Prepared under our guidance by Mesfin Zepre Berore. We recommend that the thesis shall be submitted as fulfilling the requirements for the award of a MA degree in Teaching English as a Foreign Language (TEFL).

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As members of the board of Examiners of the Masters of Art Thesis open defense examination, we have read and evaluated this Thesis prepared by Mesfin Zepre Berore and examine the candidate. We hereby certify that, the thesis is accepted for fulfilling the requirements for the award of a MA degree in Teaching English as a Foreign Language (TEFL).

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Final approval and acceptance of the Thesis is contingent up on the submission of its final copy to the Council of Postgraduate Program (CPGS) through the candidate’s department or school graduate committee (DGC or SGC).

DEDICATION

This thesis manuscript is dedicated to my family; my wife W/r Tewabech Nida, my children Liya, Eyasu, Haset and Kaleb.

DECLARATION

By my signature below, I declare and affirm that this thesis entitled, “An Investigation of teaching speaking skills Practices and challenges in implementing strategy use in EFL speaking classroom”. The case of Grade 10 Private and Public Secondary Schools of Emdebir City Administration is my own work. I have followed all ethical principles in the principles of scholarship in the preparation, data collection, data analysis and completion of this thesis. All scholarly matter that is included in the thesis has been given recognition through citation. I affirm that I have cited and referenced all sources used in this document. Every serious effort has been made to avoid any plagiarism in the preparation of this thesis.

This thesis is submitted in partial fulfillment of the requirement for a degree of Master in TEFL from the school of Graduate Studies at Wolkite University. I solemnly declare that this thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

By: **Mesfin Zepre Berore**

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Date

BIOGRAPHY SKETCH

The author was born in 1973 E.C. in Gurage Zone, ChehaWoreda. He completed his primary and secondary Education at Gubere Junior School and Emdebir Secondary School respectively. After completing his secondary education, he joined Bahir Dar University in 1995E.C and graduated in 1998E.C. As soon as he graduated with Bachelor of Art Degree in teaching English as a Foreign Language (TEFL) he was assigned to work as an English teacher at Guncheri Secondary School.

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Acronyms and Abbreviations

- **PS** - Public schools
- **PrS** - Private schools
- **EFL** English as a foreign Language
- **L1** First Language
- **L2** Second Language
- **MOE** Ministry Of Education

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ABSTRACT

The purpose of this study was to assess the practice of teaching speaking skills in Emdebir secondary school and St. Antony Catholic Cathedral School, in Emdebir City Administration. To achieve the objectives, a descriptive survey design was used in the study. Classroom observations, questionnaires for students, and interviews with teachers were the major instruments used to collect data for the study. The sample of the study consisted of fifty six grade ten students and three English language teachers. The students were selected using simple random sampling technique. A questionnaire consisting of basic types of activities, techniques and strategies for learners and the data were collected from one public and one private secondary schools English language teachers and students. From the data analysis, it was found that there was limited opportunity to practice the English language in public schools, within the limited opportunities, the students in public schools were not encouraged to practice speaking skills in the English language classroom contexts. . Moreover, in public schools there was no friendly classroom environment created for students to practice speaking skills in the English language classroom. Private school EFL teachers were supporting their students when they faced difficulties in speaking sessions but, public school teachers were not correcting students' errors during speaking EFL teachers in public schools were not giving clear instruction and context for speaking, question and answer was the speaking activity frequently used by both public and private school teachers to teach speaking skills. The study reached a finding that indicates private schools' students have better speaking skills, they are practiced speaking whenever and where ever they can after school, with any English speaker. However, government schools' students have poor speaking skill and speaking instructions were not conducted properly teachers' should prepare interesting speaking lessons that can capture learners' attention. Based on the findings the following recommendations were forwarded. A framework should be prepared by the stockholders (MOE, Regional, Zonal and Woreda educational sectors, parents, teachers, school administrators and students) to transfer good practices regarding the teaching of speaking skills from private schools to public schools.

CHAPTER ONE: INTRODUCTION

The introductory chapter incorporates seven sub sections. These include background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study ,limitation of the study and definitions' of technical terms.

1.1. Background of the Study

Several cases make the English language essential to communication in our current time. In many countries students are taught and encouraged to learn English as a second language/foreign language. That is why everyone needs to learn the language on an international level (Noved, 2015).

Speaking is one of the four macro skills which help us to communicate each other through utterance. It is the second most used language skill after listening and is considered to be the starting point of reading and writing activities Demir, (2010);Temizyürek, Erdem, &Temizkan, (2013) as cited inEbru, (2016).

Brown (1994) explains that speaking is a process of constructing meaning that involves producing receiving and processing information. Speaking in English is highly necessary for everybody and an important component of language courses where communicative language teaching is applied. However, Ur (1998) notes that it is more difficult to design and administer than other language skills

In Ethiopia, the learning of English language begins at the elementary level and it is considered a foreign language. It is used for academic purposes, career advancement, and communication with the rest of the world. In order to go with the international demand, a lot of efforts from all parties have been made to the Ethiopian educational system to improve high school learners' English performance (MOE, 2002). Furthermore, it is stated in the syllabus that the goal of teaching English especially speaking skills is to make students communicatively competent and to make them use English communication as a tool for communication language; especially speaking

skill is to make students communicatively competent and to make them use English for communication as a tool for further studies (Byrne, 1989). If learners obtain this ability, they can produce utterances that are relevant, easily understandable and with an acceptable level of accuracy.

However, most of the time teachers complain that many Ethiopian students are incapable of communicating in English even at higher levels of education. Local surveys (Alemu, 2004, Girma, 2005, Yonas, 2003) show that Ethiopian learners have unsatisfactory proficiency in the skills of speaking. Therefore, a focus on the development of speaking skills in English among Ethiopian learners is central to language pedagogy.

Therefore, assessing or evaluating how teaching speaking skills is practiced by EFL teachers is necessary. A number of proven techniques can be applied in class rooms to improve the speaking level of students. Using different ways of teaching speaking skills helps the students to improve their conversational skills. The above mentioned problem has also been deep-rooted in our country's context. Speaking is a vital part of second language teaching and learning. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking in a way that cannot improve the skill of the students as wanted. Teachers may be inclined toward the written form of a language when teaching speaking. Hughes(2011) states that one of the problems with teaching speaking skills in the traditional class room setting is that it is not the spoken but the written form of language and its characteristics that are taught. As a result, teachers do not meet their students' needs when it comes to speaking skills training because in the end it is not speaking skills that are taught.

Therefore, demand for an appropriate teaching methodology is necessary for English language teachers in EFL classes.

1.2. Statement of the Problem

Teaching speaking skills is very important part of language teaching since it enhances communicative efficiency. Nunan, (1991) emphasizes that it is important to have a clear understanding and a firm grasp of the wide range of techniques and procedures

through which oral ability can be developed (P.1). He recommends that these techniques and procedures are a way of accommodating language learning to the unfavorable environment of the classroom. In order to develop one's speaking skills proficiency, Bailey (1989) as cited in Richards & Rodgers (2001), the instructional methodology and materials produced for the purpose of teaching speaking skills are primarily on engaging all learners in the lesson, in providing maximum opportunities, and for students classroom participation.

In teaching and learning of English language, interaction takes place in the class between teachers and students and also between students with their peers. Without interaction, it is difficult to carry out a single task in this process. The existence of speaking in the classroom is very important. This is because it gives life to the teaching learning process (Tsegay, 1995). But in the researcher's teaching experience in government schools, he has observed that learners are not willing to express themselves in the English language classes. Even they hate speaking classes and are not interested in doing speaking activities.

Learning to speak needs a lot of practice and attention, i.e., without rigorous practice and learners' devotion, it is difficult to help learners develop their skills. Davies & and Pearse, (1998) cited in Nguyen and Tran (2015) the major aim of teaching the English language is to enhance learners' ability to use the language effectively in communication. But most of the time, teachers focus on teaching other language skills. This is because; the skill by itself is considered the most difficult aspect of language learning Brown & Yule, (1983) as cited.

Besides, some related research studies have been carried out in different local contexts. For example, Abdisa [10] conducted research on the classroom practice of teaching speaking skills at Ayer Tena Secondary School. His findings depicted that inappropriate speaking techniques and procedures were used. Teachers were observed using the traditional way of teaching speaking, which is dominated by reading model dialogues allowed. There has been little or no time given for modern speaking skills and teaching techniques such as group and pair discussions, oral reports, drama, panel discussions and interviews. Sisay [11] also tried to determine the challenges English teachers face while teaching speaking skills and see what strategies teachers employ

to promote speaking skills in the context of large classrooms. According to his findings, the challenges that hinder teachers in implementing speaking activities were that classrooms were not convenient for pair and group work. ,e chairs and desks were not moveable.

Another research study conducted by Amanuel [3] mainly focused on problems that affect students' speaking skills. Classes were mostly teacher-dominated. Accordingly, the majority of students were supposed to listen to their teachers' talk. He also indicated the existence of problems related to teachers, such as negative beliefs about language teaching, lack of training, and ineffective teaching methodology.

Therefore, this study is different from the above global and local studies in the following ways: (1) all of them focused on the general speaking ability of teachers and students, but this study mainly focused on examining EFL teachers' practice and challenges in speaking class room.

Thus, the researcher was initiated this research work to fill in the gaps of the previous research works in comparing the practices of teaching speaking skills in selected private and public secondary schools

Therefore, this study answers the following research questions.

1. What kind of techniques do teachers employ to teach speaking skills in EFL classes?
2. How do teachers implement the techniques and strategies in teaching speaking skills
3. What are the challenges that English teachers face in teaching speaking skills?

1.3. Objectives of the Study

1.3.1. General objectives

The general objective of this study was to assess the practices of teaching speaking skills in EFL classes of public and private schools.

1. 3 .2. Specific objectives

The specific objectives of this study were to:

1. Identify the kind of techniques teachers employ to teach speaking skills in EFL classes,
2. Investigate how teachers implement the strategies of teaching speaking skills to help students and
3. Identify the key challenges in teaching speaking skills.

1.4 Significance of the Study

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

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

It might provide valuable insight into the learners on what role they have to play in order to facilitate their learning;

It may give clues to administrators and supervisorson how to assist teaching speaking skills;

It may serve policy makers and curriculum designers as a starting material;

It may also give hints to parents and school communities on the importance of giving necessary support to teaching and learning speaking skills because the researcher plans to put a copy of the study in the library.

1.5. Scope of the Study

As mentioned earlier, the study was delimited to assessing the practice of teaching speaking skills in private and government schools the case of grade 10 students at Emdebir secondary school and St. Antony Catholic Cathedral School, in Emdebir City Administration.

This study comprised only grade10 English language teachers and students as subjects. Therefore, the study was limited to assessing the kind of speaking strategies and techniques used by English language teachers while teaching speaking lessons in EFL classes. In addition,this study tried to look into the kinds of activities teachers use in teaching speaking.

Showing all aspects of teaching speaking could not be conducted within a short period of time therefore, the study was delimited to include only activities, techniques, and strategies used by English language teachers during teaching speaking skills in EFL classes.

1.6. Limitation of the Study

The researcher feels this study would have been more valuable if it had been conducted in different schools and grades and many classroom observations had been conducted. However, lack of experience, shortage of time, and financial constraints limited the researcher to focus only on assessing the practice of teaching speaking skills in EFL classes in the case of grade 10 students at Emdebir secondary school and St. Antony Catholic Cathedral School.

1.7. Definition of Key Terms

Public Schools: public schools are schools that are owned by the government. The teachers and the school administration are hired by the government.

Private Schools: private schools are schools that are owned by non-governmental organization or private investors.

Practice: refers to the implementation or exercising of speaking skills in the class room to develop students speaking skills.

Strategy: It refers to a carefully devised plan of actions to achieve a goal, or the art of developing or carrying out such a plan (Encarta dictionaries)

Technique: It refers to the implementation of the activity which teachers use within a given method. It is a particular track stratagem or contrivance used to accomplish an immediate objective(Anthony1963:63)

CHAPTER TWO: REVTEW OF RELATED LITRATURE

Introduction:The present section is devoted to briefly present an overview of what the speaking skill is and the type of speaking activities. An attempt is also made to critically present the theoretical and practical aspects of the literature in the area of the challenges teachers are facing while implementing speaking activities as follows.

2.1. Definition of Speaking

Speaking is the process of building and sharing meaning through face to face, radio, tone of voice and gestures in a variety of contents Chany(1989). Speaking is the productive aural (oral) skill. It is producing systematic verbal utterances to convey meaning. Speaking is an interactive process of contracting meaning that involves producing and receiving and processing information (Brown; 1994: Burns Joyee, 1997). Its form and meaning are dependent on the context in which it occurs including the purpose of speaking.

Additionally, Nunan (1991: 41) supported that speaking is the same as oral interaction which are conventional ways of presenting information, expressing our ideas and thought in our mind. Nunan (1991: 39) also quoted that “To most people, mastering the art of speaking is the single most important aspect of learning a second of foreign language and success is measured in term of the ability to carry out a conversation in the language.”

2.2. Characteristics of a Successful Speaking

To make speaking more successful there are important steps that should be considered by EFL teacher. According to Penny Ur (1996:121) successful speaking has the following characteristics:

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may seem obvious but often most time is taken up with teacher talk or pauses.
2. Participation is even. Class room discussion is not dominated by a minority talkative participant all get a chance to speak and contribution save fairly evenly distributed.
3. Motivation is high. Learners are eager to speak, because they are interested in the topic and have something to say about or because they want to contribute to achieving a task objective.

4. Language is an acceptable level. Learners express themselves in utterance that is relevant easily.

2.3. The purpose of Teaching Speaking in the Classroom

Speaking is fundamental to human communication. Many students equate being able to speak as knowing the language and therefore view learning the language as learning how to speak or do not get the language, or as Nunan (1991) wrote success is measured in terms of the ability carry out a conversation in the target language. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language class room, they may soon get demotivated and lose interest in learning. On the other hand, if the right activities are thought in the right way, speaking in class can be a lot of fun, rising general learner motivation and making English language class a fun and dynamic place to be.

A number of factors should be considered for effective English speaking performance pronunciation; vocabulary and collocation are important factors in building fluency for EFL speakers. In addition to this confidence and competence usually enhance students speaking skills .Pati (2008) asserted that building up the learners' confidence to eliminate their fear of making errors was a priority that a teacher should consider in order to make learners feel comfortable with their language use. And also (Bailey, 2005) point out that confidence and competence can be developed by an appropriate syllabus design, methods of teaching and adequate tasks and materials. Therefore, a teacher should use different methods adequate tasks in order to teach speaking skill properly.

2.4. The role of Students in Learning Speaking Skill

In addition to the teacher's role, students also play a great role in teaching speaking skill.

They need to participate in teaching learning process in different ways. One of the most important outcomes is the movement towards communicatively oriented Language learning and teaching has been the enhancement of the role of the learning in the language learning process (Wenden, 1991: Xi). Cotteralls and Crabbe (1999), said that in formal educational contexts the most successful learners are autonomous (they accept responsibility for their learning, why they are learning and with what degree of success of learning.

Scharle and Szabo (2000) say that, Autonomous learners are those who accept the idea that their own efforts are crucial to progress in learning language and behave accordingly. When

doing their homework, or answering a question in class, they are not aspiring to please the teacher, or to get good mark, they are simply making an effort in order to learn something.

These students are willing to cooperate with the teacher and other for every one's benefit(Ibid, 1921) Hedge (2000: 76). Point out that an autonomous learner is one who itself motivated one who takes the initiatives, one who has clear idea of what he/she wants to learn and one who has his/her own plan. She characterized autonomous learners as those who know their needs and work productively with the teacher to words the achievement of their objectives; learn both inside and outside the classroom; can take class room based material and can build on it; know how to use resource independently, and adjust their learning strategies when necessary to improve learning.

2.5. Problems Faced by Students in Speaking English

There are psychological factors that hinder students from speaking. Juhana (2012) explained that fear of mistakes; anxious, shyness, lack of confidence and lack of motivation are some of them.

Fear of mistakes- culturally it is easy for students become afraid of making mistakes during teaching and learning process. Due to this reason, students are not confident enough in asking questions, giving opinion (suggestion). Most of the students are afraid to be laughed and do not want to be criticized.

Shyness-Juhana(2012) stated that the students are afraid to speak due to the feeling of incapable in English. They are unwilling to intimidate by their friends or the teacher. It creates the feeling of shyness.

Anxiety- Anxiety is the feeling of nervousness correlated to the specific situation when students are dominated by this tension during practicing English it must obstruct students from speaking fluently.

Lack of confident – There are many reasons that lead the students lacking of confidence. It can be caused by insufficient encouragement by the teacher. Teachers might be seemed as giving support to their students but they do that way based on the teacher's perception only.

In addition to this, Nunan(1991) recommended that the following are some of the obstacles in teaching speaking. They are native language, exposure and motivation.

2.6. The Role of the Teacher to Help Students

The role of the teacher in promoting foreign language learning is very important, as they are responsible for providing students with appropriate contexts to enhance communicative situations that allow students to get express themselves and interact in the target language.

The role of the teacher can be categorized from several points of view, for example, according to the type of activity, stage of the activity, or the interaction pattern selected for the particular activity. Nunan and Lamb (1996,134) points out that the roles the teachers adopt are dynamic, not static, and are subject to change to change according the psychological factors brought by the participants .In addition, Byrne (1991,13) compares the teacher to an actor claiming that the teacher “Will have to play different roles at different times.” Byrne divides the roles of the teacher according to the type of interaction differentiating between fluency and accuracy activities. During fluency activities the teacher most frequently adopts the roles of stimulator, manager, and consultant, reminding that the main reason for taking part in such activities and to be available for help and advice if students need and ask for it. On the other hand, the roles that the teacher carries during accuracy activities will primarily include the roles of the conductor, organizer and monitor.

Teachers“ main task will therefore be to make sure that the students know what to practice and that they practice effectively. Together with organizing the activities and checking while students are performing. Based on the reflection of the students“ behavior in the classroom, Nunan and Lamb grade the roles of the teacher from the most problematic in terms of participants“ roles and behavior. They include the roles of controller, entertainer, disciplinarian, and responsibility .The teacher continually establishing control. Giving directions, threats and punishment, is labeled as controller; still noisy but positive atmosphere, where the teacher introduces games and recreational activities, or regarding stories, shows the teacher as entertainer. The disciplinarian establishes rules to be followed and is quick to notice my misbehavior; while the teacher who spends time by teaching, not requiring a close supervision and incase of noise providing only a simple reminder with effectiveness, Nunan and Lamb label as „developer of a sense of independence and responsibility Nunan and Lamb (1996, 135-136).According to Thorn bury(2005), learners correct use of grammatical structure requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy, by using vocabulary, it is better to select

suitable words on the suitable context. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So, learners should be able to use words and expressions correctly.

Thornbury (2005) declared that pronunciation is lowest level of knowledge learners typically pay attention to it. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations.

2.7. Feedback Speaking Activities

Most students want and expect their teachers to give them feedback on their performance.

However, all speaking production should not be dealt with the way. As such, Harmer (1991) states that the decisions that teachers make about how to react to students' performance will depend on stages of the lesson, the activities, the types mistakes they make, and the particular student who makes that mistake. If teachers face problems of conversational flow as well as the purpose of the activities will be destroyed (Harmer, 1991). If students are corrected all the time, they can find this very de-motivating and become afraid of speaking. They suggest teachers should always correct students' mistakes positively and encouragement (Baker and Westrup, 2003).

2.8. Speaking and Its Place in Language Teaching

Speaking a foreign language correctly is perhaps the most difficult of all skill, then speaking, not only is the speaker required putting together in an understandable way, but he/she has to speak them in an intelligible fashion (Jones, 1993). Moreover, they for example, conversing with Someone in an instant reaction or thought is called for, If on the other hand, we take writing, there could be perhaps enough time to think about and to look up the words and expressions we are using in dictionaries, and the same there could be time for second thoughts for going what has been written again and again.

However, speaking despite its being the most difficult compared to other skill, has been given of learning (Haliday, 1990). It has been in many ways an undervalued skill which could perhaps because we can over most all speak compared to writing and reading and to take the skill too much for granted, due to the fact that speaking is transient and improvised, and can there for be viewed as facile, superficial Or glib (Bygate, 1993).

2.9. Principles of Teaching Speaking Skill

There are different principles which are used to teach English language in EFL class.

Knowing these principles helps the language teacher to teach the language effectively.

According to Ur (1996) the principles are, firstly, the teacher has to know the difference between second language and foreign language situation in language learning context. A foreign language context is where the target language is not the language of communication in the society whereas second language context is where the target language is the language of communication in the society. The other point that the teacher has to consider is he has to make the students practice with both fluency and accuracy. Accuracy is the extent to which students' speech matches with what actually people say the target language and fluency is the extent to which speakers use the language quickly and confidently with few hesitations.

Therefore, in language lesson especially at the beginning and intermediate level learners must be given opportunities to develop both their fluency and their accuracy.

They cannot develop fluency if the teacher is constantly interrupting them to correct their error. Therefore, teachers must provide students with fluency building practice and realized that making mistake is a nature part of learning a new language. In addition to this, teachers must provide students opportunities to talk by using group work or pair work, and limiting teacher talk. Research has shown that teachers do approximately 50 to 80 percent of the talking in the classroom.

Pair work and group work activities can be used to increase the amount of time the students get to speak in the target language. Lastly, the teacher has to plan speaking tasks that involve negotiation for meaning that is learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make them understood.

2.10. Suggestion for Teachers in Teaching Speaking

Rayan (2001) suggested that English language teachers should apply the following steps to teach oral language these are providing maximum opportunity to speak the target language, involving each student in each speaking activity, reducing teachers' speaking time, circulating around the classroom to ensure whether the students are in the right track or not,

and providing vocabulary beforehand that students need in speaking activities. Additionally, it provides maximum opportunity to students to speak the target language.

2.11. Activities that Promote Teaching Speaking

2.11.1 Role play

In this techniques the teacher explains the situation to be played where the behavior of different roles are described. Then students should take time to prepare and play their roles.

At the end the players may have the possibility to explain their intention followed by the discussion about the play (Biadgelign, 2010).

2.11.2. Pair-work

According to Jones (2007) in pair, the atmosphere tends to more protective and private than in groups. Students often feel less introverted in pairs; and they can talk about more personal feeling or experience than they would even in small group. Pair seems to be more conducive to cooperation. In order to overcome these problems, teachers may give attention to the following ideas suggested by Ur (1996, pp. 121-122). The teacher can overcome these problems by using group work and he has to base the activity on easy language. In addition to this, the teacher has to be careful when choosing the topic and he has to give instructions on training discussion skills.

2.11.3. Picture narrating

This activity is based on several sequential pictures .Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as Rubric. Rubrics can include the vocabulary or structures they need to use while narrating (Staab, 1992).

2.11.4. Conversation

Conversation is an activity which is important for language teachers to implement in speaking class. Bryne (1986) said that teachers should create interaction both between him and his students.

2.11.5. Story completion

According to Staab (1992) this is very useful, the whole class speaks freely on activities for which students sit in a circle. Form this activity, the teacher introduces to tell a story but after a few sentences he/she stops narrating. Then, every student starts to tell from the point where the previous one stopped.

2.11.6. Picture Interpretation

According to Atkins et al (1995) picture interpretation is a system of using pictures in speaking lesson where students are made to study a given picture with their partners and then to make interpretations about the picture they have seen.

2.11.7. Interviewing

Interviewing is another way which requires learners to prepare interview questions in advance and to ask for the information they want to get from their partners or other peoples outside the class. This helps them to exchange ideas by integrating their different skills.

Interviewing includes talking and writing. (Byrne, 1986)

2.11.8. Opinion-gap Activity

In this activity learners will be given a context or a situation to express their own opinion, attitude, feelings of a given issue (Prabhu, 1987 et al). For example, learners may be asked to complete a story, or a text which is incomplete based on their opinion. The other point is that students will be given social issues funeral ceremonies, abduction on which they told debates or discussion to express their opinion or feelings.

2.11.9. Story telling

Learners can clearly retell a story they heard from someone, or they may create their own stories to tell to their class mates. Brown and Yule (1983) explain that story telling enhances creative thinking. It also helps students to tell their ideas in the way beginning, development, and ending, including the characters and setting a story has to have.

Learners can also tell riddles or jokes. For example, at the beginning of each class or section, the teacher may select few students to tell short jokes or riddles as opening. In this way, not only the teacher will enhance students speaking skill but also get the attention of students

2.11.10. Reporting

Before coming to the class students are requested to read a newspaper or magazine and, in the class they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their friends in their daily lives before class (Brown and Yule, 1983)

2.11.11. Topic –based oral interaction.

As Shuying (1999) points out, students may be given topics such as expressive wedding, and allowed to imagine his/her own wedding expenses. She further points that romance related topics could generate better discussions among students .Similarly topics related to smoking unwanted pregnancy, drug abused theft, future plan, child adoption, unbalanced marriage drought, poverty and the like catch the students attention.

2.11.12. Experienced- based oral interaction

Rivers (1987) and Byrne (1987) pointed out that verbal activities should be based on the students’ existing knowledge or experience in order to motivate and enable them to express their real opinion and interest freely. In other words, unless the activities catch the students’ interest and motivation to exchange their own intention or existing information, the students may show little truly apparent efforts to speak in the target language. As Prodromu (1992) explains: Students do not come in to classroom empty-handed once we accept that learners bring with them whole range of cultural experiences and first language skills, then we can begin build on what they know ,instead of instantly reminding them of what they don’t know.

2.11.13. Meaning –focused oral interaction

Nunan (1989) and Prabhu (1987) state that tasks are complete activities that require the students engage in real interaction or communication of ideas, while mainly concentrating attention on processing meaning rather than analyzing language components or forms.

2.12. Strategies used by Teachers in Teaching Speaking

According to Ur (2000 p: 121), there are three ways the teacher solves some of the problems encountered in the speaking class. The strategies are described in the following terms:

2.12.1 Use group work

Using group work in one class will encourage all students to actively participate in speaking in class during the lesson with limited time. When the problem of students who cannot speak in the class can be solved by using group work where the use of the oral practice is more helpful the students when its full class setting, an example of the strategy is that first, the teacher gives assignments to students, and then the teacher forms group work consisting of 2-4 students in a group depending on the need to achieve learning then the students will discuss the material given by the teacher and then present it in front of the class, the other way also can used by the teachers is role play, according to Ur (1996:133), role play are an expansion of the dialogue technique, where a class learn and performs.

2.12.2 Base the activities on simple words

The language used in the speaking class should be easy to understand with simple basic words, so that students can easily understand the meaning of sentences thrown. For example, before the start of class, teachers use dialogue about students' daily activities and repeat tasks related to the day's material. This allows students to gradually understand the meaning of words uttered later after reviewing the vocabulary.

2.12.3 Give some instruction or training in discussion skills.

The students should be given clear directions for group discussions so that teachers can ensure students of each group contributed to the discussion. Another way is participation in discussions keeping students speaking the target language is important so the best way to keep students in English speaking is: to try to be a model for them by using English as the target language, always reminding them to use the target language and the most important is to monitor the activities of students in class.

The others study Ur (1996: 120), Students should aim to speak more than teachers do, and if possible the students speak about for 80% STT (student talking time) to 20% TTT (teacher talking time). Some characteristics of successful speaking are; learners speak a lot and teachers as facilitator.

Much of the time allocated to the activity is occupied by the learner's conversation so must have high motivation and students like to talk. So, they are interested in a topic and need to express something new about it, because they want to join achieve the task goal.

UNIT THREE: RESEARCH METHODOLOGY

3.1. Research Design

This research employed a comparative descriptive research design approach to assess the practice of teaching speaking skills in EFL classes. The main reason for choosing this research method was that it helps to understand the various complex natures of social phenomena (Best & Kaham, 2005). It helps the researcher freely to use different research methods in order to get comprehensive information in studying the proposed problem than either quantitative or qualitative method alone (Onwuegbazie & Leech, 2006). Quantitative research methods were used to describe, analyze, and interpret conditions that exist. The researcher preferred to use it because it helped him to investigate and assess classroom practices that teachers use in teaching speaking skills and the teaching learning processes that were going on in the classroom.

Quantitative research methods were used to describe, analyze and interpret conditions that exist. Qualitative research methods were used systematically to describe and discover non-quantifiable relationships between existing variables (Best & Kahn, 2005). Hence, in this study, both quantitative and qualitative research approaches were used to assess the practice of teaching speaking skills in EFL classes. More importantly the mixed approach has used in order to achieve the intended objective of the study and to answer the research questions.

3.2. Research Setting

The study was conducted in Emdebir secondary school and St. Antony Catholic Cathedral school, in Emdebir City Administration, which is found in Gurage Zone. The school was chosen for its proximity to the researcher.

3.3. Participants of the Study

The participants of the study were three English language teachers who were teaching in grade 10 and fifty six (10% of the total population /560) randomly selected students out of the total population of students enrolled in the mentioned grade level. Thus, these participants were assumed to provide accurate data for the study due to their proximity to the area. For this study, two schools were selected - one private school and one public schools (Emdebir secondary school and St. Antony Catholic Cathedral school respectively). The

school was selected for two main reasons firstly; the researcher was working there and had gotten experience of the problem under investigation. Second, the researcher knows those of three English teachers who were believed to help him in getting the necessary information from them to get valid and reliable data for the study.

3.4. Sample Size and Sampling Technique

The population of this study was English language teachers and students in public and private schools in Emdebir City Administration. For this study, one private and one public school were selected by using simple random sampling. A total of 3 teachers (1 from private and 2 from public) of the English language who teach in selected schools in grade ten were selected directly by purposive sampling, and 56 grade ten students (i.e. 40 from public and 16 from private) were selected using simple random sampling technique. The reason for using this method was that it gives equal chance for the subjects to be selected.

3.5. Data Gathering Instruments

In order to achieve the intended research objectives and to get reliable information, the researcher used three tools of data collection. They were questionnaire, class room observation and interview. Class room observation was used as a major data gathering tool. Close-ended Questionnaire for students, teachers interview as supportive tool to get reliable data about how the practice of teaching speaking skill was going on in real EFL class.

3.5.1. Questionnaire

The study employed close-ended questionnaire for sample students. The purpose for using questionnaire was to collect data about how the practice of teaching speaking that was going on in EFL class. Researchers prefer to use questionnaire because it is an effective way to get the required information quickly and economically from a large sample (Alreck and Settle, 1995; Krath Wool, 1998). The questionnaires were close-ended and prepared to meet the objectives of the study. The reason behind using this instrument is that the researcher believed this tool would allow him to collect sufficient information about the issue. First, orientation was given for students about how to fill the questionnaire. Then it was administered by the researcher before class room observation was conducted. The questionnaires were classified in to three categories in line with the basic research questions

of the study. The first part deals with role implementation (teachers activities), the second part deals with techniques and the third part deals with the strategies that teachers use to teach speaking skills.

3.5.2. Class room observation

The aim of this classroom observation was to observe how the English teachers were teaching speaking lessons in a classroom. In order to collect data about the practice of teaching speaking skill in EFL class classroom observation was used as a major data gathering tool because it allowed studying a phenomenon about the present situation about the practice of teaching speaking skill.

Concerning this, Lewy (1979: 163) pointed out that "observation is useful to indicate how the lesson is divided in a variety of activities." Similarly, slinger and Shohamy (1989) explained that observation is most often used in foreign language learning research to collect data on how learners use language in a variety of settings. The researcher carried out classroom observation in order to get more complete .Information about the implementation of teacher's practice in the teaching of speaking lesson. The researcher used checklist to assess the practice of teaching speaking skill in EFL class. The observation checklist comprised questions about the practices such as the activities, techniques of teaching speaking skill and to what extent do teachers use the strategies to teach speaking in EFL classroom. During observation, the researcher observed the activities and strategies English language teachers used to teach speaking lesson in the EFL classroom. The observation items were adapted from Tsegaye (2015).The observation check list is divided in to three parts. The first part was designed to evaluate the teacher's activity, the second part dealt with the techniques that teachers used and the last part was regarding the strategies. Therefore, the 3 English language teachers were observed twice while they were teaching speaking skills and each activity was record by checklist. Then, the information gained was summarized and described.

3.5.3. Interview

In order to get information about teaching speaking skills in EFL class, the researcher used semi structured interview. As Salinger and shohany (1989) pointed out that interview was used to get in- depth information free response and flexibility that cannot be obtained by other procedures. Semi-structured interview is used to collect relevant information from three

teachers(two of the teachers from public school and one from private school). In the interview, the important ideas about the practice and strategies of speaking skills were discussed every activities and teachers response were recorded. The interview questions were prepared for the three teachers who taught in grade 10.The interview with teachers was recorded.

3.6. Data Collection Procedure

To gather reliable data from the targeted population and achieve the intended objective of the study, the researcher used questionnaires, structured and semi-structured interviews, and classroom observation. The questionnaire was set for students, and an interview was set for EFL teachers of the targeted elementary schools. Finally, the observation was taken place with the prepared format. It mainly used to cross-check whether the problems from the questionnaire and interviews existed or not.

3.7. Methods of Data Analysis

In the analysis of the data, both quantitative and qualitative data analysis were employed. The data obtained from classroom observation, questionnaire and interview were organized according to their categories in a thematic frame. The data from questionnaire were first registered and tabulated and were recorded as frequency that could show the number of responses for each item. Since the data collected in this study were quantitative and qualitative, descriptive statistical analysis for a five point Likert scale items of quantitative data was made as suggested by Best and Kahan (2005) that in quantitative research method data can be descriptively interpreted and discussed in percentages. Thus, the data obtained from both teachers' interview and classroom observation were categorized thematically and described verbally in order to support the above quantitatively analyzed data. Finally, the findings obtained from each type of data were interpreted. Towards this end, themes that captured the related details were identified in categories. Then, the related issues and cases extracted from all the used instruments were organized under the major themes and analyzed accurately.

3.8. Ethical Considerations

After receiving an official letter of cooperation from Wolkite University, the researcher communicated with all concerned bodies like; the school director and individual participants smoothly. The purpose of the study was explained clearly and understandably for all respondents. And communications with the concerned bodies were accomplished at their informed consent without harming and threatening the personal and institutional well-being. In addition, it is assured that all information that was obtained from individual respondents will be kept confidential.

CHAPTER FOUR: RESULTS AND DISCUSSION

Introduction

As stated earlier, the main purpose of this study was to compare government and private schools the practice of teaching speaking skills in which the techniques of teaching, the activities and strategies appropriate to teaching speaking were practiced by teachers of grade 10 at Emdebir Secondary School and St. Antony Catholic Cathedral School. The findings of this study were guided by the data obtained through questionnaires, classroom observation, and interviews. The data-gathering instruments were prepared in a way that could answer the basic research questions of the study.

In this chapter, the responses obtained from students and teachers' questionnaires were tabulated, analyzed and interpreted. The presentation of the data in the following parts is based on themes generated with reference to the research questions. The first part (4.1) presents and analyzes the students' responses to the statements that deals with the implementation that teachers used to teach speaking; the second part (4.2) presents and analyzes the students' to the statements that focuses on techniques; the third part (4.3) presents the ways (strategies) teachers used in effecting the activities and techniques used to teach speaking skills.

4.1.1 Teachers' role implementation

In the following, respondents were asked to report about their teachers' role implementation. Their responses are presented in the table below.

Table 4.1. Responses of students related to teachers' role implementation

| No | Items The role of the teacher in: | School owner ship | Occurrence of responses | Scales | | | | | |
|----|---|-------------------------|-------------------------------|--------|-------|-------|-------|-----|-------|
| | | | | 5 | 4 | 3 | 2 | 1 | Total |
| 1 | My teacher arranges and organizes my group discussion | PS | Frequency | 5 | 4 | 3 | 2 | 1 | 40 |
| | | | % | 12.5 | 20 | 47.5 | 20 | 100 | |
| | | Private | Frequency | 5 | 4 | 4 | 3 | | 16 |
| | | | % | 31.25 | 25 | 25 | 18.75 | | 100 |
| 2 | Presenting the new language you need to practice in speaking systematically and meaningfully. | PS | Frequency | 5 | 10 | 20 | 5 | 40 | |
| | | | % | 12.5 | 25 | 50 | 12.5 | 100 | |
| | | Private | Frequency | 4 | 4 | 6 | 2 | 16 | |
| | | | % | 25 | 25 | 37.50 | 12.5 | 100 | |
| 3 | Giving you chances to participate in speaking activities. | PS | Frequency | 2 | 14 | 18 | 6 | 40 | |
| | | | % | 5 | 35 | 45 | 15 | 100 | |
| | | Private | Frequency | 6 | 3 | 5 | 2 | 16 | |
| | | | % | 37.5 | 18.75 | 31.5 | 12.5 | 100 | |

From the total of 56 students who gave responses to the role of teachers in arranging and organizing group discussion, from PS students, 5(12.5%) of them agreed, 8(20%) undecided, 19(47.5%) answered disagreed and 8(20%) replied strongly disagreed. Whereas, from PrS students, 5(31.25%) strongly agreed, 4(25%) of them agreed, 4(25%) undecided, 3(18.75%) disagreed. The role of teacher in arranging and organizing group discussion in PrS teacher was better than PS teachers. The classroom observation and recorded data also revealed that the teachers gave little attention to group work in PS. In PS the teachers said that they could not play active role here due to the fact that there was not conducive environment in the classrooms. They reported large class size and uncomfortable seats among factors that constrain to arrange and organize group discussions.

Concerning the function of the teachers in presenting the new language items students need to practice in speaking from PS students, 5(12.5%) of them agreed, 10(25%) of the

respondents answered undecided, 20(50%) disagreed and 5(12.5%) strongly disagreed. However, the respondents of PrS students 4(25%) agreed, 4(25%) undecided, 6(37.5%) disagreed and 2(12.5%) of the respondents strongly disagreed. The classroom observations data also showed that in PS the teachers introduced the language items students need for practice in a more traditional way mainly through explanation. Though, Nunan (1991:1) assigns the teacher in this stage as informant, who selects the new material to be learned and presents in such a way that the meaning of the new language is as clear and memorable as possible.

Regarding giving the learners chances to participate in speaking activities, the data from PS students 2(5%) of them agreed, 14 (35%) of the respondents undecided, 18(45%) disagreed and 6(15%) strongly disagreed. From PrS students, 6(37.5%) agreed, 3(18.75%) undecided, 5(31.5%) disagreed, 2(12.5%) strongly disagreed.

In the table presented the respond of students about how teachers were encouraging students to speak using English language. From PS students, 12(30%) of them agreed, 18(45%) undecided, 8(20%) disagreed and 2(5%) of the students strongly disagreed. The respondents of PrS students 5(31.25%) strongly agreed, 6(37.5%) agreed, 3(18.75%) disagreed and 2(12.50%) strongly disagreed.

The above figure told us there was difference in PS and PrS teachers' encouragement for their students to speak using the English language. Respondents of teachers and students of PS reported that there was absence of teachers' encouragement for students to use the English language. On the other hand, in PrS there was teachers encouraged their students to speak in the English language. Most of the respondents of PrS students also expressed their agreement on the issue. What I have observed in classroom observation regarding teachers' encouragement was that there was a good habit in PrS teachers in encouraging students for their good deeds including expressing their thought using the English language. But there was shortage in PS teachers in doing so. In general, PrS teachers' practice in encouraging students to speak in the English language as much as possible in the classroom and outside the classroom was better than PS teachers.

The respondents of students were given with appropriate amount of practice or not, only 4 (10%) of the respondents agreed, 14 (35%) of the respondents answered undecided,

6(15%)disagreed and 16(40%)strongly disagreed. The respondents of PrS students 6(37.5%) agreed,4(25%) undecided, 3(18.75%) disagreed and 3(18.75%) strongly disagreed. The classroom observations and the recorded data also showed that in PS the role of teachers was highly limited to explaining the lesson than PrS. In PS the students were hardly observed being involved in the practices contrary. As Nunan (1991) suggestions that at this stage it is the students who do most of the talking through practice activities (Nunan 1991:1).

The responses students gave for the role of the teachers in monitoring the performance of the learners is that PS students 12 (30%) replied agreed, 16 (40%) undecided, 8(20%) disagreed and 4(10%) answered strongly disagreed. In PrS respondents 8(50%) agreed, 4(25%) undecided, 3(18.75%) answered disagreed and 1(6.25%) strongly disagreed.

Regarding the role of teaching speaking strategies, from PS students 9(22.5%) of the respondents agreed, 12(30%) answered undecided, 14(35%) disagreed and 5(12.5%) strongly disagreed. Whereas, PrS students 2(12.50%) strongly agreed, 6(37.50%) agreed, 3(18.75%) undecided, 4(25%) answered disagreed and 1(6.25%) of the respondents strongly disagreed. The teachers also said that they advise students to use English but they admitted that they rarely teach speaking strategies.

In general, responses of students and classroom observations shows that the role of teachers in developing speaking skills in PrS teachers' practice in encouraging students to speak in the English language as much as possible in the classroom and outside the classroom was better than PS teachers.

4.1.2. Techniques employed by the EFL teachers

4.1.2.1. Techniques

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

Table 2: Responses of students to questions related to the kind of techniques used by the teachers

| No | Items Techniques used: | School ownership | Occurrence of responses | Scales | | | | | | | |
|---------|---------------------------|------------------|-------------------------|--------|-----------|-------|-------|-------|-------|------|-----|
| | | | | 5 | 4 | 3 | 2 | 1 | Total | | |
| 1 | Group discussion | PS | Frequency | 8 | 10 | 7 | 10 | 5 | 40 | | |
| | | | % | 20 | 25 | 17.5 | 25 | 12.5 | 100 | | |
| | | Private | Frequency | 6 | 4 | | 4 | 2 | 16 | | |
| | | | % | 37.50 | 25 | | 25 | 12.50 | 100 | | |
| | | 2 | Dialogue/ Conversation | PS | Frequency | | 5 | 10 | 20 | 5 | 40 |
| | | | | | % | | 12.5 | 25 | 50 | 12.5 | 100 |
| Private | Frequency | | | 5 | 7 | 1 | 2 | 1 | 16 | | |
| | % | | | 31.25 | 43.75 | 6.25 | 12.50 | 6.25 | 100 | | |
| 3 | Questioning and Answering | PS | Frequency | | 8 | 15 | 11 | 6 | 40 | | |
| | | | % | | 20 | 37.5 | 27.5 | 15 | 100 | | |
| | | Private | Frequency | 6 | 4 | 2 | 3 | 1 | 16 | | |
| | | | % | 37.50 | 25 | 12.50 | 18.75 | 6.25 | 100 | | |

From the total of 56 students who gave responses to the role of teachers in arranging and organizing group discussion,. From PS students, 8(20%) of them strongly agreed, 10(25%) agreed, 7(17.5%) undecided,10 (25%) disagreed and 5(12.5%) of the students strongly disagreed. From PrS students,6(37.50%) of them strongly agreed, 4(25%) agreed, 4(10%) undecided, 4(25%) disagreed and 2(12.50%) strongly disagreed on the teachers use of different activities to teach speaking skill.

The above figure presented what PS and PrS students said about teachers' use of different activities to teach speaking skill. Most of PrS students agreed on teachers' use of different activities to teach speaking skill. But most PS students said that teachers did not use different activities in speaking classes other than discussion; I have also observed this during classroom observation. Others said that their teachers ordered them to read dialogues which are presented in students' text book. They further explained that their teachers rarely let them prepared their own dialogues based on model dialogues given and then present to the class.

Regarding dialogues /conversation, from PS students 5 (12.5%) of them agreed, 10(25%) of the students undecided, 20(50%) of them disagree and 5(12.5%) of them reported their strong

disagreement from PrS students, 5(31.25%) of them strongly agreed, 7(43.75%) agreed, 1(6.25%) undecided, 2(12.50%) disagreed and 1(6.25%) strongly disagreed on the teachers use of different activities to teach speaking skill.

Most of PrS students agreed on their teacher use of different activities to teach speaking skill. But most PS students said that teachers did not use different activities in speaking classes other than discussion; I have also observed this during classroom observation. Others said that their teachers ordered them to read dialogues which are presented in students' text book. They further explained that their teachers rarely let them prepared their own dialogues based on model dialogues given and then present to the class.

As far as questions and answer technique is concerned, PS students 8(20%) agreed, 15(37.5%) undecided, 11(27.5%) disagreed and 6(15%) strongly disagreed. From PrS of the respondents 6(37.50%) strongly agreed, 4(25%) answered agreed, 2(12.50%) undecided, (18.75%) disagreed and 1(6.25%) strongly disagreed. All the other data gathering instruments also showed similar results. The teachers and students said that it was one of the frequently used techniques, together with dialogues and instruction methods. The classroom observations also indicated that both teachers used this technique during the entire sessions of the visit.

Responses of students to questions related to the kind of techniques used by the teachers

| | | | | | | | | | |
|---|---------------|---------|-----------|----|-------|-------|-------|-------|-----|
| 4 | Drama | PS | Frequency | | | | | 40 | 40 |
| | | | % | | | | | 100 | 100 |
| | | Private | Frequency | 8 | 3 | | | 5 | 16 |
| | | | % | 50 | 18.75 | | | 31.25 | 100 |
| 5 | Story telling | PS | Frequency | | | | | 40 | 40 |
| | | | % | | | | | 100 | 100 |
| | | Private | Frequency | 4 | 3 | 6 | 3 | | 16 |
| | | | % | 25 | 18.75 | 37.50 | 18.75 | | 100 |
| 6 | Interview | PS | Frequency | | 4 | 26 | 10 | 40 | |
| | | | % | | 10 | 65 | 25 | 100 | |
| | | Private | Frequency | 6 | 4 | 6 | | 16 | |
| | | | % | | 37.50 | 25 | 37.50 | | 100 |

Regarding with drama activities PS 40(100%) strongly disagreed whereas, PrS students 8(50%) agreed, 3(18.75%) undecided, 5(31.25%) disagreed.

Story telling was another speaking activity that students asked about. From respondents of PS, students 40(100%) of them replied strongly disagree. Majority of PrS students replied strongly agree, agree, undecided and disagree 6(15%), 8(20%) and 16(40%),10 (25%) respectively. This replied that PS students have never done this kind of speaking activities in English language classes. In general PS teachers' practice of using storytelling to teach speaking skill was weaker than PrS teachers.

Concerning interview, respondent of PS students, 4(10%) of them undecided, 26(65%) disagreed and 10(25%) of them strongly disagreed. From PrS of the respondents, 6(37.50%) replied agreed 4(25%) replied undecided 6(37.50%) disagreed.

About the use of debate respondent students both of PS and PrS students strongly disagree 40(100%) and 16(100%) respectively. The figure showed that, both of PS and PrS students who participated in mentioned that they have never participated debating in different issues in the English language.

Concerning role play speaking activity, from respondent students of PS, 16(40%) undecided, 11(27.5%) disagree and 13(32.5%) strongly disagree. Similarly 7 (43.75%) of the PrS students replied agree 5(31.25%) of them replied undecided, 3(18.75%) disagree and 1(6.25%) strongly disagree.

During classroom observation in PrS the researcher has attended a speaking class while students were playing different roles. But in PS the researcher didn't observe any students have never participated in role play activity.

In presentation of oral report, almost all the respondents of PS students (more than 35 students) answered that strongly disagreed yet the rest 5 students (12.5%) stated that they agreed. From Pr Students, 8(50%) of the students replied agreed, 3(18.75%) undecided, 5(31.25%) disagreed. In classroom observation in PrS I have attended students' presentation in different issues. In addition to this, PrS students in focus group discussion stated that they have participated in such kind of activities many times. But PS students said that their teachers engaged them in this kind of activities rarely.

4.1.2.2. Strategies Used by EFL Teachers

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

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

| No | Items | School ownership | Occurrence of responses | Scales | | | | | |
|----|--|------------------|-------------------------|--------|-------|-------|-------|-------|-----|
| | | | | 5 | 4 | 3 | 2 | 1 | |
| | The teacher: | | | 5 | 4 | 3 | 2 | 1 | |
| 1 | helps me discover what ways of learning work best for me in developing speaking skills | PS | Frequency | | 6 | 14 | 9 | 11 | 40 |
| | | | % | | 15 | 35 | 22.5 | 27.5 | 100 |
| | | Private | Frequency | 8 | 4 | 2 | 2 | | 16 |
| | | | % | 50 | 25 | 12.50 | 12.50 | | 100 |
| 2 | experiments me with different ways of using language (games, different arrangement of words and etc) | PS | Frequency | | | | | 40 | 40 |
| | | | % | | | | | 100 | 100 |
| | | Private | Frequency | | 2 | 7 | 5 | 2 | 16 |
| | | | % | | 12.50 | 43.75 | 31.25 | 12.50 | 100 |
| 3 | helps me keep on talking through teaching me speaking strategies such as using gestures. | PS | Frequency | | 5 | | 12 | 23 | 40 |
| | | | % | | 12.5 | | 30 | 57.5 | 100 |
| | | Private | Frequency | 4 | 6 | 5 | | 1 | 16 |
| | | | % | 25 | 37.50 | 31.25 | | 6.25 | 100 |

Asked if the teachers helped the students discover what ways of learning work best for them in developing speaking skills, the respondents of PS students 6(15%)disagreed,14 (35%) replied undecided,9(22.5%) disagreed and 11(27.5%) strongly disagreed. From PrS students, 8(50%) strongly agreed,4 (25%) answered agreed,2(12.50%) undecided, 2(12.50%)

disagreed to the question. Both PS and PrS teachers answered that they did little in teaching speaking strategies except advising them and giving tutorial classes for the students.

Regarding experimenting students with different ways of using language, almost all PS students 40 (100%) replied strongly disagree. From PrS 2(12.50%) agreed, 7(43.75%) undecided, 5(31.25%) disagreed and 2(12.50) strongly disagreed.

Concerning helping students keep on talking through teaching them speaking strategies, PS students 5 (12.5%) agreed, 12 (30%) replied disagree and 23(57.5%)strongly disagree. From PrS students 4(25%) answered 'strongly agreed', 6(37.50%) agreed ,5(31.25%) undecided and 1(6.25%) strongly disagreed. The classroom observation and recordings also showed that in PrS the students were rarely seen using different strategies than PS while speaking in English.

As far as helping students ask for error correction is concerned, almost all the respondents of PS students 37(92.5%) strongly disagreed with the statement; the rest 3 (7.5%) of the students also answered 'disagree' to the question. The classroom observations and the recordings also showed that students were not observed asking for error correction to either their teachers or their classmates. But from the respondents of PrS students 6(37.50%)answered 'strongly agreed', 4(25%)answered 'agreed', 2(12.50%) undecided, 3(18.75%) answered disagreed and 1(6.25%) answered 'strongly disagreed'.

Responses of students to questions related to the strategies used by EFL teachers creating friendly classroom environment during speaking.

| | | | | | | | | | |
|---|---|---------|-----------|-------|-------|-------|-------|-------|-----|
| 5 | My teacher helps me ask for error correction. | PS | Frequency | | | | 3 | 37 | 40 |
| | | | % | | | | 7.5 | 92.5 | 100 |
| | | Private | Frequency | 6 | 4 | 2 | 3 | 1 | 16 |
| | | | % | 37.50 | 25 | 12.50 | 18.75 | 6.25 | 100 |
| 6 | encourages me to speak English outside the classroom. | PS | Frequency | | | 12 | | 28 | 40 |
| | | | % | | | 30 | | 70 | 100 |
| | | Private | Frequency | 8 | 2 | 4 | 2 | 2 | 16 |
| | | | % | 50 | 12.50 | 25 | 12.50 | 12.50 | 100 |

As far as helping students ask for error correction is concerned, almost all the respondents of PS students 37(92.5%) strongly disagreed with the statement; the rest 3 (7.5%) of the students also answered ‘disagree’ to the question. The classroom observations and the recordings also showed that students were not observed asking for error correction to either their teachers or their classmates. But from the respondents of PrS students 6(37.50%) answered ‘strongly agreed’, 4(25%) answered ‘agreed’, 2(12.50%) undecided, 3(18.75%) answered disagreed and 1(6.25%) answered ‘strongly disagreed’.

The above table showed the response of students regarding opportunities in the school to practice speaking outside the classroom. From PS students, 8(50%) of them strongly agreed, 2(5.0%) agreed 4(25%) undecided and 2(12.50%) of them disagreed. From PrS respondent students 12(30%) undecided and 28(70%) of them strongly disagreed.

Concerning helping students not to be so much worried about accuracy, from PS respondents 9 (22.5%) undecided, 6(15%) disagreed, 25 (62.5%) strongly disagreed. From the respondents of PrS 8(50%) answered ‘agreed’, 4(25%) answered ‘undecided’, 3(18.75%) disagreed, 1(6.25%) answered ‘strongly disagreed’.

Rubin and Thompson (1982: 165) recommend the priority of fluency to accuracy for speaking skills development. From classroom observations most of PS teachers were seen giving due attention to correcting language items-grammar and pronunciations than PrS

teachers. This also indicates that students did not take risk in speaking the language in case they made faulty pronunciation or grammar error.

4.1.3. Teaching materials used by the students

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

Table 4: Students response to questions on the kind of materials they use

| No | Items | School ownership | Occurrence of responses | Yes | No | Total |
|----|--|------------------|-------------------------|-------|-------|-------|
| 1 | Are there supplementary materials in the classroom that help you learn English (audio-video materials)? | PS | Frequency | 4 | 36 | 40 |
| | | | % | 10 | 90 | 100 |
| | | Private | Frequency | 5 | 11 | 16 |
| | | | % | 31.25 | 68.75 | 100 |
| 2 | Do you learn speaking skills by using teacher-made teaching aids (charts, diagrams, models, maps and etc)? | PS | Frequency | 7 | 33 | 40 |
| | | | % | 17.5 | 82.5 | 100 |
| | | Private | Frequency | 9 | 7 | 16 |
| | | | % | 56.25 | 43.75 | 100 |
| 3 | Do you use any of the above mentioned materials at your own home to learn speaking skills? | PS | Frequency | 2 | 38 | 40 |
| | | | % | 5 | 95 | 100 |
| | | Private | Frequency | 8 | 8 | 16 |
| | | | % | 50 | 50 | 100 |

As can be seen from the Table above, nearly all the PS students answered that they did not use any supplementary materials in their classrooms. The classroom observations, recordings and the interviews also showed that students did not use supplementary materials. However, Acklam (1994) recommends the use of supplementary materials /audio-video/ to compensate for any deficit as far as teaching speaking is concerned. The majority of the students 33(82.5%) answered that they also did not use any teacher-made materials (pictures, diagrams, models, charts, tables) to learn speaking. The other tool from classroom observations also showed that PS teachers did not use any teaching aids to supplement their

lessons. Almost all the students 38 (95%) replied that they also do not use audio-video materials or any other supplementary materials to learn speaking skills at their own homes. The respondents of PrS students showed that they used supplementary materials in their classrooms than PS students. The PrS students 9(56.25%) answered that they used teacher-made materials (pictures, diagrams, models, charts, tables) to learn speaking and 8(50%) replied that they use audio-video materials or any other supplementary materials to learn speaking skills at their own homes.

4.2. The Analysis of Classroom Observations

4.2.1. The role of teachers in teaching speaking skills

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

Table 5: Checklist for Identifying the Role of Teachers

| No | Does the teacher: | School Owner ship | Teacher 1 | | | | Teacher 2 | | | |
|----|--|-------------------|-----------|----|-----|----|-----------|----|-----|----|
| | | | Day | | | | Day | | | |
| | | | One | | Two | | One | | Two | |
| | | | Yes | No | Yes | No | Yes | No | Yes | No |
| 1 | arrange and organize the group discussion? | PS | | ✓ | | ✓ | | ✓ | | ✓ |
| | | PrS | ✓ | | ✓ | | ✓ | | ✓ | |
| 2 | present the new language students need for practice systematically and meaningfully? | PS | | ✓ | | ✓ | | ✓ | | ✓ |
| | | PrS | ✓ | | ✓ | | ✓ | | ✓ | |
| 3 | give students chances to participate in speaking? | PS | | ✓ | | ✓ | | ✓ | | ✓ |
| | | PrS | ✓ | | ✓ | | ✓ | | ✓ | |
| 4 | encourage the students to speak in English? | PS | | ✓ | | ✓ | | ✓ | | ✓ |
| | | PrS | ✓ | | ✓ | | ✓ | | ✓ | |
| 5 | give appropriate amount of practice for students? | PS | | ✓ | | ✓ | | ✓ | | ✓ |
| | | PrS | ✓ | | ✓ | | ✓ | | ✓ | |
| 6 | monitor their performance to see that it is satisfactory? | PS | | ✓ | | ✓ | | ✓ | | ✓ |
| | | PrS | ✓ | | ✓ | | ✓ | | ✓ | |
| 7 | guide and supervise the students during their group/pair discussion? | PS | | ✓ | | ✓ | | ✓ | | ✓ |
| | | PrS | ✓ | | ✓ | | ✓ | | ✓ | |
| 8 | provide the students with activities for free expressions? | PS | | ✓ | | ✓ | | ✓ | | ✓ |
| | | PrS | ✓ | | ✓ | | ✓ | | ✓ | |

As mentioned in the third chapter of this paper, six successive classroom observations (two for each section) were made to see the classroom practice of teaching speaking skills. The observations were made according to the checklist prepared for this purpose as shown above. The checklist was used and filled for all of the six days separately for both classes of study. But the final data were presented as depicted above. As can be seen from the checklist,

both PS. teachers were presenting the lessons traditionally, mainly through explanation, for all of the observation days. They were not seen selecting the new material to be learned (expressing certainty and uncertainty, asking for and giving opinion commands and requests, and telling stories) through supplementation and modification based on what is given in the textbook. Even though many writers (Richards & Rodgers, 1986; McDonough & Shaw, 1993; Brumfit, 1979; Cunningsworth, 1979; Hutchinson & Torres, 1994; Acklam, 1994) tell us to supplement lessons with teaching aids available (cassettes, radio, DVD, CDs and other teacher made materials such as charts, tables, diagrams and models), both teachers did not use them in presenting the lesson. Additionally, both of them were not seen presenting and managing the lesson by using appropriate time. They spent much of the time presenting the lesson, as mentioned above, mainly through explanation. Moreover, the teachers were not seen giving each of the performers a chance to participate in speaking the language under practice. Even though this is partly due to large class size, the teachers were repeatedly seen giving some chances only to high achievers in the class. Both of them were not seen using monitoring mechanism to see that the performance of the learners is satisfactory. The main activities done in the class were seen to be reading dialogues, asking and answering questions. Though very few students tried to tell some stories to their class, little was done in giving feedback to their errors and mistakes.

The data from other tools (both teachers' and students' interview, the recordings), also showed that teachers role in developing speaking skills was found to be low.

In PrS there had been good practice of using supplement lessons with teaching aids available and other teacher made materials such as charts, tables, diagrams and models. The teacher used materials in presenting the lesson activity to teach speaking skill. In addition to PrS. teachers advise students to use their strategies to learn speaking, especially outside the classroom.

4.2.2. The role of teachers in using teaching techniques

Table 6: The Checklist for Identifying Techniques used by Teachers

| No | Does the teacher use the following techniques? | School ownership | Teacher 1 | | | | Teacher 2 | | | |
|----|--|------------------|-----------|----|-----|----|-----------|----|-----|----|
| | | | Day | | | | Day | | | |
| | | | One | | Two | | One | | Two | |
| | | | Yes | No | Yes | No | Yes | No | Yes | No |
| 1 | group discussions | PS | | ✓ | | | ✓ | | ✓ | |
| | | PrS | ✓ | | ✓ | | ✓ | | ✓ | |
| 2 | dialogues /conversations | PS | | | | | | | | |
| | | PrS | ✓ | | ✓ | | ✓ | | ✓ | |
| 3 | questions and answers | PS | ✓ | | ✓ | | | ✓ | ✓ | |
| | | PrS | ✓ | | ✓ | | ✓ | | ✓ | |
| 4 | translations /interpretations | PS | | | | | | | | |
| | | PrS | ✓ | | ✓ | | ✓ | | ✓ | |
| 5 | debating /panel discussion | PS | | ✓ | | ✓ | | ✓ | | ✓ |
| | | PrS | ✓ | | ✓ | | | ✓ | ✓ | |
| 6 | instructions | PS | | | | | | | | |
| | | PrS | ✓ | | ✓ | | ✓ | | ✓ | |
| 7 | oral report | PS | | ✓ | | ✓ | | ✓ | | ✓ |
| | | PrS | ✓ | | ✓ | | ✓ | | ✓ | |
| 8 | story telling | PS | | | | | | | | |
| | | PrS | ✓ | | ✓ | | ✓ | | ✓ | |
| 9 | interview | PS | | ✓ | | ✓ | | ✓ | | ✓ |
| | | PrS | ✓ | | ✓ | | ✓ | | ✓ | |
| 10 | role play and drama | PS | | ✓ | | ✓ | | ✓ | | ✓ |
| | | PrS | ✓ | | | ✓ | | ✓ | ✓ | |

As far as the observations are concerned, it shows that the teachers were not using modern techniques to develop students speaking abilities. Although Underhill (1987: 45-86)

recommends different modern techniques to teach speaking skills. Both PS. and PrS. teachers were mainly using the traditional approaches (teacher-based-techniques) for most of the observation sessions.

The above figure showed that group discussion was being implemented both in PS and PrS teachers. But in PS most of the time teachers were not using the activity properly as it has given due attention in students' text book. In PrS there had been good practice of using this activity to teach speaking skill. But in PS there were different questions presented to discuss in pairs and in groups on their English language textbook but, they have had discussions on few of them.

The other speaking activity was dialogues /conversations. In PrS students were participating in this activity very well. I have attended students' presentation of their own dialogues during classroom observation. In addition their teachers' of the English language asked them to prepare their own dialogue with their partner and present to the class very rarely. Students of PS they did not participated in dialogues /conversations speaking activity.

The techniques used were questions and answers, reading blank dialogues, giving instruction/ explanation, reading aloud for the purpose of correcting pronunciation translating and dialogues or drills. Hence in PS. teachers were not using effective techniques which are used for practice and production stages in order to teach speaking skills. They were not seen using active learner-learner joint discussions (group discussions), oral report, role play and dramatization, interviews and form fillings, learner-learner description and re-creation, picture stories, re-telling stories from aural or written stimuli, debating and panel discussions. In contrast, PrS. Teachers were using effective techniques tried to give clarification for students on what to do and how to do it.

4.2.3. The role of teachers in using teaching strategies

Table 7: The Checklist for Identifying Strategies used by Teachers

| No | Items | School owner ship | Teacher 1 | | | | Teacher 2 | | | |
|----|---|-------------------|-----------|----|-----|----|-----------|----|-----|----|
| | | | Day | | | | Day | | | |
| | | | One | | Two | | One | | Two | |
| | | | Yes | No | Yes | No | Yes | No | Yes | No |
| 1 | helping students discover what ways of learning work best for them in developing speaking skills. | PS | | ✓ | | ✓ | | ✓ | | ✓ |
| | | PrS | ✓ | | ✓ | | ✓ | | | ✓ |
| 2 | experimenting them with different ways of using language (games, different arrangement of words and etc). | PS | | ✓ | | ✓ | | ✓ | | ✓ |
| | | PrS | ✓ | | | ✓ | | | ✓ | |
| 3 | helping them keep on talking through teaching them speaking strategies such as using gestures. | PS | | ✓ | | ✓ | | ✓ | | ✓ |
| | | PrS | ✓ | | ✓ | | ✓ | | | ✓ |
| 4 | helping them ask for error corrections. | PS | | ✓ | | ✓ | | ✓ | | ✓ |
| | | PrS | ✓ | | ✓ | | ✓ | | ✓ | |
| 5 | encouraging them to speak English outside the classroom | PS | | ✓ | | ✓ | | ✓ | | ✓ |
| | | PrS | ✓ | | ✓ | | ✓ | | | ✓ |
| 6 | helping them not to be so much concerned with accuracy | PS | | ✓ | | ✓ | | ✓ | | ✓ |
| | | PrS | ✓ | ✓ | ✓ | | ✓ | | ✓ | |

Regarding the strategies teachers used to develop speaking ability of the students, they were rarely seen to help learners discover what ways of learning work best for them. No one was observed helping learners find quick ways of recalling what they have learned, for example, through experiences and personal memories. Above all, even though scholars urge the application of strategies to help learners ask for error correction and help them to learn from the error they make (Rubin and Thompson, 1982, Hall, 1997; Lessard-Clouston, 1997), no teacher was seen helping his/her learners. They were not seen teaching speaking strategies which help students guess the meaning of new vocabularies in their day to day speech.

However, Rubin and Thompson (1982) suggest that teachers should teach their students speaking strategies which enable them to use the language in the real life communications.

From the above checklist it can be generalized that the strategies used by PS teachers opportunities created for students helping students discover what ways of learning work best for them in developing speaking skills, experimenting them with different ways of using language, to practice speaking in the English language outside the classroom were very limited. But, PrS teachers practice in encouraging students to practice speaking in the English language outside the class room in those limited programs was better than PS teachers.

To know the extent teachers use the teaching strategies that would enhance the effective practice of teaching and proper utilization of techniques to teach speaking skills in grade ten questions were stated.

4.3. Challenges that Teachers face During Teaching Speaking Skills in Public and Private Schools

When the researcher observed, depending on the set checklist, there were lots of challenges available that drawback the students' performance of EFL speaking skills. When the factors compared to two institutions, the challenges at public school, exceeded that of the private counterpart. As observed data indicated, at the public school, there was mother tongue influence, teachers of the English language teach the language using Amharic, students' lack of interest, huge class-size, absence of parents support, shortage of instructional materials like audiovisuals, students fear to speak in front of the class. On the other hand, the above-listed factors were rare in private schools. However, the specific challenges that occurred at private schools were not as severe as public schools; there were observed challenges. Such as, lack of commitment to use the English language as medium of instruction in the school compound, students' lack of confidence to speak in the English language and students' fear are some of the particular barriers that affect private school students' EFL speaking skills. Besides, there were some challenges common to both public and private schools. Such as teachers' minimum focus on EFL speaking skills, the influence of mothers' tongue, negative feed-back, motivation, anxiety, and family factors are the common barriers affect both public and private schools students' EFL speaking skills. As Grace C. (2019) stated, what is going on at home will impact a student's propensity to learn. Therefore, as the results of whole data

indicated, the barriers that halt public school students to speak EFL skills are more severe than that of the private counterparts. According to Teshome N. (2017), public or governmental schools are more affected by challenges than private schools. Besides, the above thematic result of data indicated that both public and private school students similarly confront common challenges that drawback them to speak EFL skills.

4.4. Discussions

In this part, the data that had been gathered and analyzed were discussed under three major themes in response to the three basic research questions. The major findings of the study were briefly discussed and substantiated by other literature studies, taking the following key themes of the study into account:

1. What kind of techniques do teachers use to teach speaking skills in EFL classes?
- 2 .How do teachers implement the techniques and strategies in teaching speaking to help students?
3. What are the key challenges that teachers face in teaching speaking skills?

The first research question was aimed at determining how EFL teachers implement techniques of speaking activities in their classrooms. The overall findings indicate that English language teachers were the practice of speaking activities PrS teachers using different speaking activities in speaking classes was better than PS teachers. This result is in line with the findings of Firehun G/Michael (2015) which indicates teachers from Public schools were seen teaching speaking skill in a very traditional way. Furthermore, they were making a focus on finishing the text than developing activities which encourage speaking as they were assigned to teach all language skills. He discussed that, the teachers at private schools were teaching speaking skill in gorgeous ways that can increase the participation of the students. Also the result is in line with the findings of Getachew Dichiro (2016), YadamWorku (2015), Mengistu Belachewand Berihanu Degife (2015) which shows that teachers in public schools are not using different innovative techniques to develop students' performance in oral skill activities.

The second research question was aimed at finding out the activities teachers use during the implementation of the strategies used by EFL teachers speaking activities. The data gathered from students' questionnaires, teachers' interviews, and classroom observations

were consistent. The results indicated that teachers were not seen while using different activities in the classroom.

According to Penny Ur (1996) argues that teachers should engage pupils in activities like pronouncing new words and answering questions since they are appealing in the teaching of oral communication skills in English. Instead of emphasizing on reading and writing, pupils should spend maximum time during the lesson listening and speaking English. Activities that should be placed at the fore front should entail; pronunciation of sounds, constructing sentences using the new language items by pupils, question and answer, practicing differentiation and intonation patterns in sentences which are vital in oral communication skills. This comparison revealed a disparity in activities which enhance the acquisition of English language speaking skills in both private and public schools. This disparity therefore has an overall influence in their performance in the subject English speaking skills.

According to Kerubo (2017), learners should be exposed to situations where they can use language in context. This means that they should be encouraged to express themselves orally, for example, in class discussions and be provided with opportunities for role-play, drama and debates. Further, Gecaga (1986) reinforces oral communication assertion by stating that if students are well exposed in their learning, minimal guidance is needed because they are able to gain more vocabulary and build in their use of language. Similarly, Mang'eni (2010) posits that learning should take place by doing in order to produce the best results. Therefore, practical methods like group activities, inquiry, discovery and discussions should be very much emphasized by educators. The researcher further contends that, learners should be encouraged to express themselves orally in class discussion and where possible and be provided with radios, televisions (TVs) and videos because they promote students' oral skills, aural skills and appeal to their senses.

The third research question was aimed at findings the challenges EFL teachers face during the implementation of speaking activities at the intended school. Most of PS teachers' interview indicated that teachers were not comfortable during the implementation speaking activities in their classes. Because their students are worried about the language they speak, they lack the habit of communicating in front of their classmates, there is a shortage of time, most students read the model dialogue rather than practice it, and most students are not

interested in using the target language, most teachers prefer to teach grammar rather than present speaking activities.

The language culture that dictates acquisition of speaking skill is very critical; in fact, according to Newport (1990), language acquisition cannot be constricted to a biological environment alone, but rather it must include the cultural environment. Therefore, the findings demonstrated that in private schools, the language culture was more established in comparison to public schools.

Interviews with the head teachers of the selected secondary schools revealed the following responses about language culture: at a private school in St. Antonyos secondary school , the head teacher stated that a culture was established right from lower primary where pupils are trained to always speak in English.

At a public school in Emdiber secondary school, there is a language culture in place but it experiences several shortcomings. The head teacher stated that being a public school, some pupils who join the school midway contribute towards making the language culture inconsistent. This is because they come from other schools which do not have the English language culture in place, hence coping up becomes a hard task for them. However, it was also noted that for the speaking of English to be consistent, it starts from home. If the home environment does not encourage the speaking of the language, then it becomes solely a school affair, this negatively affects proper language culture. The head teacher of Emdiber secondary school also stated that language culture is both an issue that exists inside the school and out of the school. In school, he stated that the teachers are encouraged to be attentive in enforcing the language culture and they also lead by example; they always address students whether in informal or formal settings purely in English. The results revealed that measures were in place aimed at ensuring the pupils adhere to the policy. However, since English is not their L1, the pupils experience difficulties in carefully adhering to the language policy of the school since more often they find themselves speaking their own mother tongue language.

For the question “To what extent do you assess your students speaking skills?”

The respondent of PrS teacher said that in our school there were two periods which were allotted to teach speaking skill or it was called spoken class students practice oral activities for 10-30 minutes in each period and the students practice oral activities for two or more

minutes when there was speaking lesson. Therefore they assessed their students' speaking ability by giving oral activities.

Most PS teachers said that they assess their students rarely because of the challenges that they face that students more attention the final examination so that they didn't do regularly assessing speaking skills.

For the question what kinds of tasks (interview, oral presentation, storytelling, reading aloud...) do you provide to assess your students speaking skills?

The respondent of PS teacher said that I have given many tasks for example I asks like public speech, I used interview , oral question and answer in order to ask one student to the other , reading aloud and so on. Another PS. Teacher said that by Writing 2 or 3 questions on the board debate knowledge much oral presentation what do they know about their culture believe.

The respondent of PrS teacher said that the tasks I prepared are I gave them different topic, idea produce themselves pictures, I told them to describe the theme from the picture they spoke about the given topic organization confidence word. I prepared really questions debating question at the end of the week like which is better to live in the city area or rural area. Then I gave them a point related to organization, pronunciation, body language they use I specify about that and confidence, so I can measure in this way easily.

The third question was what do you think on the practice of English as a foreign language speaking skills?

The respondent of PS teacher said that the practice of speaking has many purposes .It enables students to be loved avoid, shay and shame, to know students skill gap where their problem .The same is true if students practice using the language in the class room help students to use outside the class for many purposes.

The other PS teacher said that the main purpose to improve students speaking skills, to give feedback for teachers to teach. The teacher can understand what parts of difficulty the students face then students evaluate themselves the students can check their ability.

The respondent of PrS teacher said that the main to assure the students can express themselves or not .If they able to express themselves very well they can easily share ideas with the friends and the community they can use different thing because the world is one the

glob is under communication they need to use it if they practice now and then it is easy for them they not all for academic purpose but also the whole life be when they go to tertiary level the medium of communication is English they can express themselves very well and it really helps them to develop confidence.

The fourth question was whether the teachers give feedback for their students after the lesson?

The respondent of PS teacher said that reported as follows: giving feedback is difficult because some students care about what you have to say and others will just throw it in the trash the first opportunity they have. And for this reason, I get bored to give feedback for my students. Another PS teacher reported as follows: I believe that providing students' feedback is good but due to the shortage of time I cannot give feedback for all students with in forty minutes time.

The PrS. teacher reported as follows: I believe that giving feedback is extremely important. If students receive any feedback in a timely manner, they can actually use it in any future speaking. But, due to shortage of time I can give feedback once in a week.

In classroom observation I have observed that there was good relationship between teachers and students both public and private school. In public there was large class size than in private. In PS most of the students did not participate in speaking activities; classes were more teachers dominated and most of the students were idle. Only few students involve in different activities again and again the others were audiences. I have observed that some PS teachers tried to make most of the students engaged in the activities but the class size was a great problem. It was difficult to control whether all of the students were participating in the activity or not especially during discussions. The classroom environment in PrS let most of the students to express their thought freely, to say what they feel and to go here and there as they want while the teachers were teaching. In other words the students are exercising excess amount of freedom in the class. It is good for teachers to be friendly but students should respect their teachers. From the above discussion it can be generalized that the classroom environment in PrS helped students to be free and to say what they feel but, in PS it was not attractive for students to be engaged in different activities.

In general, the practice of PrS teachers in using different speaking activities in speaking classes was better than PS teachers even they have limitation in using some activities. This

result is in line with the findings of Firehun G/Michael (2015) which indicates teachers from Public schools were seen teaching speaking skill in a very traditional way. Furthermore, they were making a focus on finishing the text than developing activities which encourage speaking as they were assigned to teach all language skills. He discussed that, the teachers at private schools were teaching speaking skill in attractive ways that can increase the participation of the students. Also the result is in line with the findings of Getachew Dichiro (2016), YadamWorku (2015), Mengistu Belachew, and Berihanu Degife (2015) which shows that teachers in public schools are not using different innovative techniques to develop students' performance in oral skill activities.

4.5. Main Findings of the Study

Based on the analysis and discussion of the data presented in this chapter, the following findings were thematically obtained.

- Private schools create more opportunities for students to practice EFL speaking skills than public schools.
- Challenges drawback students' EFL speaking skills in terms of public schools were the exclusion of EFL subjects from grades 1-4, unavailability of audiovisual materials, class-size, lack of conducive environment for practice, and lack of infrastructure.
- High turn-over of EFL teachers, teachers' incapability to maneuver audiovisual materials, and malfunction of audio-visual materials are some of the particular barriers that affect private school students' EFL speaking skills.
- There were some challenges commonly affect public and private school students' EFL speaking skills: teachers' minimum focus to EFL speaking skills, the influence of mothers' tongue, motivation, anxiety, family factors, and negative feed-back.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

The main objective of this study was to compare the practice of teaching speaking skill in selected private and government secondary schools of Embebir City Administration. And the research tried to answer the following basic questions:

1. What kind of techniques do teachers use to teach speaking skills in EFL classes?
- 2 .How do teachers implement the techniques and strategies in teaching speaking to help students?
3. What are the key challenges that teachers face in teaching speaking skills?

5.1. Conclusions

The conclusions were drawn from the main findings of the study.

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

- ✓ It is obvious that the role of a language teacher is to create the best conditions for learning. To do so, a teacher is expected to act differently in different situations. Concerning teaching speaking, a teacher has to play his role in all stages (presentation, practice and production) actively. However, all the data showed that PrS. teachers were playing active roles in developing speaking skills than PS, teachers. PS. teachers did not present the lessons in a memorable and meaningful way. PrS.teachergreater amount of practice was given for students than PS. teachers. It could be observed from the data that PS, teachers did not create enough opportunities for students to use English (speaking) in real life communication. The data revealed that they rather focused on doing activities in the textbook mainly through drills and dialogues. Generally, PS. teachers are hardly playing their role in presenting the lessons, giving appropriate practice, supervising and monitoring the practice sessions, motivating the learners, and giving activities for free production. But PrS. teacher playing their role in presenting the lessons, giving appropriate practice, supervising and monitoring the practice sessions, motivating the learners, and giving activities.
- ✓ Even though language teachers are expected to teach speaking skills by using different techniques and strategies, the data indicated that most of PS. teachers were using the traditional approach. The techniques mostly used were questions and answers, dialogues,

- explanation and translation. Moreover, they were teaching speaking skills discretely. The way teachers assess students' performance was not effective. They were evaluating them not more than five times a semester. Teachers were giving correction to students' errors and mistakes in a discouraging way. They were using the techniques such as denial and questioning. They rarely used strategies to develop learners' speaking skills.
- ✓ English teachers are required to develop speaking activities which enable students to use the language for communication. However, the study depicted that PS. teachers were using only textbook activities which are dialogues, questions/ answers and sometimes telling stories. As the analysis of the data reveals the activities in the textbook were even not adapted to meet the need of the learners. The students were seen reading the activities and writing the answers in their exercise books.
 - ✓ The analysis also showed that in PS. the only teaching material used to teach speaking skills was the textbook. No teaching aids or other supplementary materials were seen being used to develop the skills. Whereas, in PrS teachers used supplementary materials in their classrooms than PS students. They used teacher-made materials (pictures, diagrams, models, charts, tables) to learn speaking and PrS. students also used audio-video materials or any other supplementary materials to learn speaking skills at their own homes than PS. Students.
 - ✓ In developing speaking skills, the students also have their own role. Even though a lot is expected of them, the result of the study showed that PS. students mostly tended to be passive in the classroom. As the data indicated the students rarely used English outside their classroom, especially in real life communications. Consequently, the result showed that the students have poor performance in speaking English. But PrS teachers in encouraging students for their good deeds including expressing their thought using the English language and practice in encouraging students to speak in the English language as much as possible in the classroom and outside the classroom were better than PS teachers.
 - ✓ As the data revealed, PS.students rarely worked in pairs or groups. The arrangements of the desks were not convenient for group discussions as they are not moveable. This indicates that the class size (which is more than 50 students in a class) and the

uncomfortable classroom facilities also have their own contributions for less achievement in teaching speaking skills.

5.2. Recommendations

On the basis of the findings and the conclusions, the following recommendations were made:

- Teachers should develop speaking activities on the basis of the communicative approach. They need to develop activities which enable the learners to use the language (speaking) for the purposes of communicating in the real life. To do so, they have to develop the activities such as information gap, reasoning gap, problem solving, project based, role play, group discussion, opinion gap and picture stories. It would be advisable for teachers to keep a balance between accuracy and fluency while they develop speaking activities.
- Teaching materials play a great role in developing speaking skills. On top of this, teachers have to choose and use appropriate teaching aids (materials) that promote the teaching of speaking skills. Hence, they should use audio materials (radio, telephone) and visual materials (television, DVD, CD-ROM, computer and etc), and other teaching aids such as pictures, models, charts, tables, diagrams, and maps to teach speaking skills. In addition, it would be worthwhile to use newspapers, magazines, brochures, journals and other supplementary material to teach speaking skills, especially in an integrative way. Above all, they have to adapt or modify the existing materials for the purpose of teaching speaking skills.
- Students should play their role in learning speaking skills. They have to participate actively in the classroom in activities such as asking and answering questions, asking for clarity, group and pair discussions, reporting what they discussed or listened, asking for information, giving information and advice, giving opinion, telling stories, playing language games and solving problems. In addition to this, they should communicate with people outside their classrooms. Generally, they have to use the language in the real life for the means of communication through taking risks and getting themselves exposed to the access of using English.

- The way students sit in the classroom affects the way they interact with each other. So, the chairs should be convenient for pair work, small group or large group discussions.

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APPENDICES

Appendix A

Questionnaire for Students Dear Student,

The purpose of this questionnaire is to gather data for a study leading to an MA degree in TEFL-Teaching English as a Foreign Language. This study aims at describing your classroom practices. It also identifies some problems, if any, which are related to teaching speaking skills. The researcher hopes that the result of this study will create better awareness about teaching speaking skills. The information you provide through this questionnaire will remain confidential throughout and will only be used for this research purpose. Therefore, please be honest and feel free to provide genuine information.

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

Part I: Teacher’s Role Implementation

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

| No | Item The role of the teacher in: | strongly agree(5) | agree (4) | undecided (3) | disagree (2) | strongly disagree(1) |
|----|---|-------------------|-----------|---------------|--------------|----------------------|
| 1 | arranging and organizing your group discussion. | | | | | |
| 2 | presenting the new language you need to practice in speaking systematically and meaningfully. | | | | | |
| 3 | giving you chances to participate in speaking activities. | | | | | |
| 4 | encouraging you to say something in English. | | | | | |
| 5 | giving you appropriate amount of practice. | | | | | |
| 6 | monitoring your performance to see that it is satisfactory. | | | | | |
| 7 | guiding and supervising you during your group/pair discussion. | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 8 | providing you with activities for free expressions. | | | | | |
| 9 | teaching you speaking strategies. | | | | | |
| 10 | advising you to use your strategies to learn speaking. | | | | | |

Part II: Strategies Used by the Teacher

2.1 Strategies Used

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

| No | Item Techniques used: | always (5) | usually (4) | Sometimes (3) | rarely (2) | never(1) |
|----|-------------------------------|---------------|----------------|------------------|---------------|----------|
| 1 | Group discussion | | | | | |
| 2 | Dialogues /conversation | | | | | |
| 3 | Questions and Answers | | | | | |
| 4 | Translation /interpretation | | | | | |
| 5 | Instruction | | | | | |
| 6 | Panel Discussion and debating | | | | | |
| 7 | Oral report | | | | | |
| 8 | Story telling | | | | | |
| 9 | Interview | | | | | |
| 10 | Role play and drama | | | | | |

2.2 Strategies Used

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

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

Appendix B

Checklist for classroom observation

School _____

Date _____

1. Teacher's Role

| No | Does the teacher: | Teacher 1 | | | | Teacher 2 | | | |
|----|--|-----------|----|-----|----|-----------|----|-----|----|
| | | Day | | | | Day | | | |
| | | One | | Two | | One | | Two | |
| | | Yes | No | Yes | No | Yes | No | Yes | No |
| 1 | arrange and organize the group discussion? | | | | | | | | |
| 2 | present the new language students need for practice systematically and meaningfully? | | | | | | | | |
| 3 | give students chances to participate in speaking? | | | | | | | | |
| 4 | encourage the students to speak in English? | | | | | | | | |
| 5 | give appropriate amount of practice for students? | | | | | | | | |
| 6 | monitor their performance to see that it is satisfactory? | | | | | | | | |
| 7 | guide and supervise the students during their group/pair discussion? | | | | | | | | |
| 8 | provide the students with activities for free expressions? | | | | | | | | |
| 9 | teach students speaking strategies? | | | | | | | | |
| 10 | advise them to use their strategies to learn speaking, especially outside the classroom? | | | | | | | | |

2. Technique Used by the Teachers

| No | Are the following techniques used? | Teacher 1 | | | | Teacher 2 | | | |
|----|------------------------------------|-----------|----|-----|----|-----------|----|-----|----|
| | | Day | | | | Day | | | |
| | | One | | Two | | One | | Two | |
| | | Yes | No | Yes | No | Yes | No | Yes | No |
| 1 | group discussions | | | | | | | | |
| 2 | dialogues /conversations | | | | | | | | |
| 3 | questions and answers | | | | | | | | |
| 4 | translations /interpretations | | | | | | | | |
| 5 | debating /panel discussion | | | | | | | | |
| 6 | instructions | | | | | | | | |
| 7 | oral report | | | | | | | | |
| 8 | story telling | | | | | | | | |
| 9 | interview | | | | | | | | |
| 10 | role play and drama | | | | | | | | |

3. Strategies Used by the Teachers

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

Appendix C

Guided Interview for Teachers

Dear Teachers,

This interview is designed to find out The Practices of Teaching Speaking Skills in Private and Public Schools. It is one of the instruments that I use to collect the necessary data for MA thesis in teaching English as a foreign language (TEFL).

Hence, I kindly request you to give me the basic information. Your contribution is highly important for the success of my study. I would like to assure you that the response that you give will be kept confidential and used only for the research purpose. As further assurance no need of telling your name during the interview.

I thank you in advance for your co operation!

The researcher

Appendix D

Teachers' response of interview items

1. To what extent do you assess your students speaking skills?
2. What kinds of technique.(Interview, group discussion, oral presentation, storytelling, reading aloud...) do you provide to assess your students speaking skills?
3. What do you think on the practice of English as a foreign Language speaking skill?
4. What are the difficulties that you face that you face in conducting English as a foreign language speaking activities?
5. What do your suggestion to improve English as a foreign language speaking activities?
6. Do you give feedback for your students after the lesson?