

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



**A COMPARATIVE STUDY OF GOVERNMENT AND PRIVATE ELEMENTARY
SCHOOLS STUDENTES' ENGLISH SPEAKING SKILLS IN WOLKITE CITY
ADMINISTRATION**

MA THESIS

BY

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WOLKITE UNIVERSITY,

WOLKITE, ETHIOPIA

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A THESIS SUBMITTED TO

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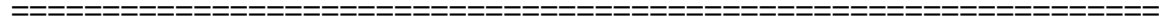
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This is to certify that the thesis entitled “A comparative study of government and private elementary schools’ students’ English speaking skills in Wolkite city administration” Submitted in partial Fulfillment of the requirements for the degree of **Master's** with specialization in TEFL, the graduate Program of the **Department of English Language and literature**, School of graduate studies, and has been carried out by **Mohammed Jemal Id. No SSHGR/025/12**, under my/our supervision. Therefore, I/we recommend that the student has fulfilled the requirements and hence hereby can submit the thesis to the department.

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We, the undersigned, members of the Board of Examiners of the final open defense by **MOHAMMED JEMAL** have read and evaluated his/her thesis entitled “**A Comparative Study of Government and Private Elementary Schools Students’ English-Speaking Skills in Wolkite City Administration**”, and examined the candidate. This is, therefore, to certify that the thesis has been accepted in partial fulfillment of the requirements for the degree

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DECLARATION

This thesis is dedicated to the memory of all of my bests who played enormous roles for my success and achievement.

LIST OF ABBRIVATIONS

EFL-	English as a Foreign Language
L2-	Second Language
TEFL-	Teaching English as a Foreign Language
AAU-	Addis Ababa University
E.C-	Ethiopian Calendar
SNNPR-	Southern Nation and Nationality People Region

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Abstract

This research is a comparative study about wolkite city administration government and private elementary schools' students' speaking skills. To achieve the objectives of the study 150 government and private schools' students and 10 teachers were randomly selected from six schools (i.e. three governments and three private). In this study, the questionnaire and classroom observation were used as the major tool for data collection, and interview was used to cross check the results of the data collected from questionnaires. To know teachers' teaching speaking skill, 24 questions were prepared and distributed for ten teachers. On the other hand, to know students' learning of speaking skill, 17 questions were prepared and distributed for 150 students. All the questionnaires for both teachers and students were filled and returned. To see how speaking instructions are conducted, an observation checklist was prepared. The observation checklist contains eight evaluation criteria. In the analysis of the data, simple statistical procedures were used which made the interpretation and discussion of the results easier and clearer. The discussion was made by making use of percentage and the result of all the three tools were triangulated. 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. Given enough time for practice to their students. Teachers should use teaching materials, and should act as facilitators not dominator or silent sitter in language class room.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

To learn a language, mastering the four skills of the language is useful. These skills are: listening, speaking, reading and writing. Most people study these skills in order to be proficient in that language. However, most of them give due emphasis for speaking. Richards (2002:201), “A large percentage of the world’s language learners study English in order to develop proficiency in speaking.” Even if speaking is crucial for language learners, it is very challenging to teach and learn especially if the language to be studied is a second or foreign language. In line with this, Brown and Yule (1983) noted, “Spoken language production; learning to talk in the foreign language, is often considered to be one of the most difficult aspects of language learning”. Regarding this difficulty, Richards, (2002) add that speaking a language is especially difficult for foreign language learners because effective and oral communication requires the ability to use the language appropriately in social interactions. This concept is also discussed by bygate (1987:1) in detail. One of the basic problems in foreign language teaching is to prepare learners to be able to use the language. Since English is a foreign language for Ethiopia, it is no wonder if many Ethiopian students face great problems in using the language. Richards (2002), the ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved.

In teaching speaking skill, teachers may face many challenges because speaking activities are probably the most demanding for students and teachers. Generally, Students trying to produce language in front of their classmates and teachers can generate high level of anxiety to the students. In this connection, Hedge (2010) says: Students may feel that they are presenting themselves at a much lower level of cognitive ability than they really possess; they may have a natural anxiety about being incomprehensible about losing face, or they may simply be shy who do not speak very much in their first language (p. 292). Regarding school level English curriculum, all the four language skills are incorporated. These skills develop competence of students over a language. They are equally important. But when we observe the ELT practices of Nepal, we find that teaching of speaking skill is to some extent neglected although there is a provision of asking questions or practical examination separately for this skill.

With regard to this, Sita Aryal (2017) attempt his study for Faculty of Education, Tribhuvan University, Kirtipur, Kathmandu, Nepal find out teachers` practices of teaching English. In addition, he recommended in his study finding private schools teachers' Teaching English speaking skill class room activates, teaching methods and performance are better. Private schools' students' have better speaking language skill ability than government schools' students' speaking skill. With regard to this, Melkamu (2003) also observed that many English language learners have certain problems in speaking. In addition to this, he further stated that the instructions used by many Ethiopian teachers are not very clear and effective. Therefore, this study attempted to compare government and private schools teaching speaking skill in Wolkite city administration. The parameters which are based from the perspectives of schools' teachers' teaching speaking instruments, teaching task activities, class room management and students' language learning perception, speaking practice habits.

1.2 Statement of the Problem

In Ethiopia, English is introduced as a subject starting from grade one and then it is also a medium of instruction in high schools. Since it is a medium of instruction, expected great emphasis was given by teachers, students and schools. As it is indicated in the background section, local researches (E.g. Melkamu, 2003) show that, the instructions used by many Ethiopian teachers are not very clear and effective. Moreover, students are not proficient in the skill.

The researcher experience as a teacher shows him the same thing. While the researcher was employed in Gurage zone (kebenaworeda) different government elementary schools, and one high school level school, and one private elementary school in Wolkite, the researcher observed more government and few private elementary schools' students' who faced problems in expressing their views in speaking English. They also score lower marks in spoken tests. This is the major reason that the researcher selected speaking skill as the subject of the study. By many researchers, it is proved that learning how to speak is a very difficult or challenging task for non-native speakers (Brown and Yule, 1983, Richards 2002, Bygate 1987). From these the researcher can conclude that there is problem in elementary students to speak English (Melkamu 2003). In addition to foreign researches, regarding with students' low proficiency of speaking, some local researches were carried out in different times. For example, Zenebe (2004), investigated some

factors that affect students speaking skill like that of interest, lack of motivation, the method of instruction used by the teacher, interference of mother tongue, fear to make errors, and shortage of teaching aids. Lakew (2004) also conducted his master is thesis on the extent of teachers' involvement in improving students speaking skills and he concluded that there is low teachers' involvement in improving learning speaking skill. In addition to this, a survey of teachers' and students' challenges in EFL speaking classroom was conducted by Jenenew (2006). And he found out that some challenges like large class size, shortage of teaching aids, lack of practice and the like things. But, more or less no local research is carried out on government and private elementary Schools Students' English-Speaking skill in case of Wolkite City Administration. By comparing government and private schools'' English teachers spoken task teaching techniques, instructional aide, class room activities, and management with related to the outcome students' speaking skill performance. So, this study was related to teachers` teaching techniques, activities to teach speaking tasks towards teaching speaking skill. Moreover, teachers' commitments were needed to changes and improvement in their students' speaking proficiency.

1.3. Objectives of the Study

1.3.1. General Objective

The main objective of the study was to do a comparative investigation of government and private elementary schools students' speaking skill proficiency.

1.3.2. Specific Objectives

Specific objectives of this study to:

- A. Identify English speaking skill ability of the students studying at government and private elementary schools.
- B. Differentiate elementary level government and private schools' teachers' teaching techniques, instructional aids and prepare activities in speaking task classes.
- C. Evaluate government and private elementary schools' students' speaking skill level.

1.4 Research Questions

This study answered the following basic questions:

1. How do elementary level government and private schools' students' practice speaking skill after school?
2. Which teaching techniques are used by elementary level government and private schools' language teachers' during teaching speaking skill?
3. How do government and private schools' teachers prepare speaking skill activities.

1.5 Significance of the Study

Innovative ideas, findings, discoveries, thoughts and theories are significant for related field. As this study was to find out the students' speaking skill ability, first, teachers, students and curriculum designers would benefit. Teachers can improve their techniques of teaching English speaking skill. In the same way curriculum designers would update themselves with the findings of this study. Similarly, this study was very significant for the students who want to know about different ways of developing their speaking skill and was build confidence. Likewise, this study was also being equally important for the researchers who want to carry out further research work related to speaking skill. To sum up, this study was important for those who are directly or indirectly involved in teaching and learning activities, like teachers, students, institutions, subject experts, policy makers.

1.6. Scope of the Study

The research was conducted at Wolkite city administration government and private elementary schools.

The study were the following delimitations:

1. This study was limited to the elementary level English teachers and students of government-aided and private schools of Wolkite city administration.
2. This study was also limited to the teaching of speaking skill in terms of teaching English.
3. The sample would be six elementary level government and private schools' English teachers and 150 students of grade 8, from government and private schools.
4. It was based on the data collected through classroom observation, check-list and questionnaire.

CHAPTER TWO

LITERATURE REVIEW

2. Speaking

2.1.1 The Definition of Speaking

Speaking is the ability to pronounce articulation of sounds or words for expressing, stating and delivering thoughts, ideas and feeling. Meanwhile, Brown (1994) and Amir (2010, p. 10) In Astuti (2010, p. 8) say that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. So, it can be concluded that speaking is an ability to communicate orally to other people with the aim to express their ideas and feelings.

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.”

2.1.2 The Purpose of Speaking

Tarigan (1990: 16) mentioned that speaking has three important purposes, there were:

A. To inform

We communicate to transmit information to others. In every aspect of our lives, we make sense of what is happening around us by sharing, receiving, modifying, and reflecting on meaning. Information may be something listeners have no knowledge of or something that they may have previously encountered but may still be further developed. The goal of the speaker whose communication purpose is to inform is for the listener to retain the message being conveyed. The speaker informs to the listener about everything they want or need and also inform ideas they want to share.

B. To entertain

We communicate to amuse or evoke a positive emotion from our listeners. When you tell a joke, narrate a humorous story, or relate a funny experience, you are communicating to entertain. The occasion, the kind of audience, and time must be considered before delivering a humorous message. Communicating to entertain does not just involve humor but also drama. For instance, talking about a personal experience of struggle and achievement and being able to move and inspire the audience is considered entertaining speech. Through speaking, speaker can express their feelings and listeners know how to entertain them through this mutual communication.

C. To persuade

We communicate to convince and move people to action. When you give commands, request someone to do something for you, or influence someone to think in a specific way, you are speaking to persuade. Convincing someone to buy a particular product, negotiating the price of merchandise, arguing about the effectiveness of a plan, defending your thesis, and promoting a certain agenda, or even asking for additional allowance requires persuasive skills. In order to persuade, the specific needs and interests of the listeners must be met. Everybody uses speaking to persuade to do something in a certain activity. From the statement explained above, speaking is a productive skill to develop students' speaking, which is used in the lives of human language that have function to inform, entertain and persuade the listeners. Syakur in Mora (2010: 3) mentioned that there were at least five components of speaking skills, namely comprehension, fluency, grammar, vocabulary, and pronunciation.

2.1.3 The Aspects of Speaking

Syakur in Mora (2010: 3) say that there are at least five components of speaking skills, namely comprehension, fluency, grammar, vocabulary, and pronunciation.

a. Pronunciation

Pronunciation is the way for people to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. When a teacher teaches English, she/he needs to be sure that her/his students can understand when they speak. They need to be able to say when they want to say. It means that their pronunciation should be at least

suffice for the purpose. Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English word correctly.

b. Comprehension

Comprehension becomes an important factor in speaking. This measures the understanding of conversation. Comprehension is the study how well students understand a language. Hornby (1995: 235) states that comprehension is the of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken. In sum, comprehension can be defined as the ability to understand spoken English. Comprehension in speaking is the aim of many language learners.

c. Fluency

Wolfe-Quinter in Koizumi (2005: 46) defines that fluency is how fast and how much a learner speaks without frequent pause because of functionless repetitions, self-corrections, and false starts in coping with the real time processing. Fluency is as the quality of being capable to speak without hesitation.

d. Grammar

Grammar does matter and the fewer mistakes you make, the better your speaking skill will be. However, do not worry about making mistakes either! A good speaker does not have to use perfect grammar. Certainly, though, it is a good idea to make sure that you have mastered the major tenses Grammar and speaking have a close relationship. In addition to the sound system learners must be taught by using a structure system of language. Learners must be given insight into word order, inflection and derivation into the other meaningful features of the English language. It will help students to speak fluently.

e. Vocabulary

Hornby (1974:979) defines vocabulary is range of words known or used by a person in a trade, profession, etc. If students have many vocabularies, it will be easier for him to express his idea. Everybody who wants to speak English well, she/he has to know the ways of speaking English. Speaking is really different from the other skills. In speaking, students need to know about comprehension, fluency, pronunciation, grammar and vocabulary.

2.2.1 Teaching Speaking

Some people think that teaching is a daily activity of the teacher. Teacher always organizes the material and prepares what the teacher wants to bring in class to be given for students. Sudjana (2000: 1) stated that teaching was an interaction between teacher and students in its interaction process. The teacher is doing his activities that called teaching, whereas the students who are doing their activities that called studying. Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people. Speaking is developed from the first contact with the language that we learn, because by speaking we can transfer out idea to order people. It is clear that language is very important. We cannot only teach what will be spoken but also the situation that we deal with. The teacher teaches speaking by carry out the students in certain situation concerning the topics discusses. The topic must be familiar to the students, so that ideas and the organization are clear and the learners have an oral command of the language need to describe the topic. In teaching speaking, teacher must create a good atmosphere. A good atmosphere can interest students to follow speaking class. Teacher should be a motivator for students to practice English, so that they will have good habit to improve their speaking.

2.3.1 Speaking Test

According to Hartono (2005: 5), procedure describes how to doing something through a sequence of process, action, step. Procedure tells the reader or listener how to do (or make/use/get) something. Its purposes are to provide instruction for making something, doing or getting somewhere (Anderson, 1998:28).

2.3.2 Generic Structure of Procedure Text

Speaking competence is elicited using special tasks in a speaking test. Madsen (1983: 147) stated that the testing of speaking is widely regarded of the most challenging of all language exams to prepare, administer, and score. Based on the definition, speaking test is the most important aspect of language testing oral communication. The testing of oral production is an important part of many language-testing programs. Testing speaking is also a particular problem when it is necessary to test large numbers of students. Speaking ability which be chosen should make students to be able not only speak, but also express their ideas, thoughts, or feelings. Thus a speaking test is functional, in addition can also reveal the ability of students to speak in the

language close to normal usage. Nurgiyantoro (2001: 278) mentioned that the types of speaking test are:

1. **Telling picture** telling picture can be a good stimulus of speaking, but the picture must be based on students' ability. Picture can contain an activity, which has a certain idea, meaningful, and show situational context. It can consist of one picture or more than one. It must be related to each other, which has sequence of story and certain context. Picture give series number to show event sequence, so students can express their ideas based on the picture that they see.

2. **Oral Interview** oral interview is the common way to measure speaking ability. It is usually used for students whose language ability is good enough. It is possible for them to express their feeling and idea using target language. Anything can be the topic of interview, as long as it is appropriate with the students' level, such as: age, kinds of school, and language ability. Kitao and Kitao in Handyman (2007: 45) explained that oral interviews were testing situations in which the tester and the teste carry on a conversation. The tester generally had a list of questions to ask the teste, and someone either the interviewer or another person but preferably another person assesses the language proficiency of the teste. The advantage of an interview was attempted to approximate a conversation situation, and it tested speaker's knowledge. However, an interview was caused on unreal and unnatural conversation.

3. **Telling story** Telling story is a way to measure speaking ability pragmatically. It can be done using short movie. The students also can tell their daily activity, experience, or tell a story on story book they have read. That stimulus can be applied for any level students.

4. **Speech**

Speech is good way for students to express their idea in language accurately. In real life, there are so many speech activities. For example: welcome speech, political speech, religious speech, etc. Training students' ability expresses feeling idea in appropriate and accurate. Language oral skill in form of speech activity is also popular in school and university. The fact, there is often speech competition between students.

5. **Discussion** It is good for high-level student to measure the students speaking ability and to argue each other. The students must tell their idea, give response to other members' critically and also depend on their opinion with logical and responsible arguments. Because of that, speaking

ability and fluency is determined. Among the all types of speaking test mentioned telling story is taken to measure the students speaking competence.

2.4.1 Language Features of Procedure Text

Besides, procedure also has language features. The language features of procedure text are:

- a) Focusing on generalized human agents
- b) Using of the simple present tense
- c) Using of mainly temporal conjunctive relations
- d) Use of mainly material (action) clauses

Therefore, the writer makes conclusion about the language features of procedure are that begins with action verbs (example: put, stir, press, take) and uses imperative sentence are stated the procedure, always use simple present tense, something is completely done through a sequence of series. The use a sequence of steps in correct order such as numbers can show first, second, third and so on or word such as now, next, and after this can be used.

2.4.2 Kinds of Procedure Text

Based on Anderson (1997: 51), there are some examples of procedure, which is always seen anywhere and anytime. One usually does these things, but one never realizes if the one does a kind of procedure. They are:

Direction: get somewhere, get something, use something, etc.

Recipes: foods, drinks, cakes, etc.

Instruction Manuals: use electronics, make a toy, play games, make something, etc.

Thus, for the successful learning and teaching of speaking skill, it is based on teachers` classroom activities, management, and feedback and encouragement techniques. It is therefore a major responsibility for the teachers to create a reassuring classroom environment in which students are prepared to take risks and experiment with the language.

With regard to this, SitaAryal (2017) attempt his/her study for Faculty of Education, Tribhuvan University, Kirtipur, Kathmandu, Nepal find out teachers` practices of teaching English. In addition, he was recommended in his study finding private schools teachers` Teaching English speaking skill class room activates, teaching methods and performance are better, so their

students' speaking performance also better than those government schools' students' speaking skill performance. With regard to this, Melkamu (2003) also observed that many English language learners have certain problems in speaking. In addition to this, He further stated that the instructions used by many Ethiopian teachers are not very clear and effective. Therefore, this study attempted to compare government and private elementary schools' teaching speaking skill in case of Wolkite city administration.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This section presents the methodology that was used to conduct this research. It includes research design, research setting, and research participants, Sample and sampling techniques, data gathering instruments, data collection procedures, pilot study, data analysis procedures, and ethical consideration.

3.2. Research Design

Based on its purpose one research may have at least one design. This research has more of descriptive design.

3.2. Methodology

3.2.1. Research Cites

3.2.1.1. The Schools

Six schools in wolkite city, three governments and three private schools were selected for the study: Raszesilase, Selamber and Wolkite government elementary schools and Rohobot, Melketsadik, Segome private elementary schools. These schools were selected because the researcher has known them and he was also familiar with some of the English teachers there. Therefore, conducting a research at familiar schools is believed to enable the researcher to get assistance and cooperation from both the teachers and students.

3.2.1.2. The Sections

There were twelve grade eight sections at government elementary schools and twelve sections at private schools', respectively. The researcher selected three sections from each government and private elementary schools randomly.

3.2.2. Subjects of the Study

3.2.2.1. The Students

For government elementary school, the researcher used random sampling method. In that school there were around 12 sections of grade 8, and of which 3 sections were selected. The total number of students in those three sections was 220. From these the researcher again randomly selected 75 students. On the other hand, in private elementary school, there are 150 students of

grade 8 in three sections and the researcher randomly selected 75 students. Therefore, the total sample size of students from government and private elementary schools was 150.

3.2.2.2. The Teachers

For this study, a teacher of the three sections of Government School and two private elementary schools' teachers were selected and were included. Therefore, the researcher had a total of five teachers in his study.

3.2.3. Instruments of the Study

3.2.3.1. Questionnaire

The main purpose of preparing the questionnaire was to collect a comparative data from wolkite city government and private elementary schools' teachers and students about speaking skill. The researcher prepared questions with simple and clear English. Amharic translated questions for students were also prepared. This was helpful for those students who could not express their feelings face to face. The questionnaires contained closed ended, and open ended questions. According to Galvin (2001:76), "yes or no questions ask for the limited response of yes or no. Sometimes a yes or no answer is exactly what you are looking for, but it is not enough and you need to ask follow up questions." Since the aim of the research was to investigate government and private elementary schools' students' speaking skill, the questionnaire was prepared for both teachers and students.

3.2.3.2. Observation

The main purpose of preparing classroom observation was to see how speaking instructions are conducted and to examine the extent to which what teachers perceive is put in to practice during instruction. In addition to questionnaire, the researcher and co-observer made EFL classroom observation inside the classroom so as to see how speaking instructions were conducted. To do this, the researcher prepared an observation check list.

3.2.3.3. Interview

In addition to the above methods of data collection, the researcher tried to collect data about government and private elementary schools' teachers and students about speaking skill through interview. This was especially good to cross check the results obtained from the questionnaire and classroom observation. The interview was prepared for teachers and students. Detailed

information from teachers about their teaching approaches of the skill was gained by using teachers' interview. In addition, detailed information from students about their ability of the skill was collected by using students' interview.

3.2.4. Method of data analysis

Here, the researcher tried to analyze the data that were obtained from the above method of data collection, both qualitatively and quantitatively.

3.2.4.1. Qualitative data analysis

Data which are included in this part were gathered through interview and classroom observation. Since the information obtained from these sources was not numerical data, it was analyzed qualitatively.

3.2.4.2. Quantitative data analysis

Data which were included in this part were collected through questionnaire. Since all the questions that were included in the questionnaire were numerical data, it was analyzed quantitatively.

CHAPTER FOUR

4. Data Presentations, Analysis and Interpretations

Introduction

The objective of this study as already mentioned in chapter one was to compare government and private schools teaching speaking skill in Wolkite city administration, speaking instruction and students' ability of speaking skill.

To achieve its objectives, three data gathering tools (i.e. questionnaire, observation and interview) were used. In this chapter, the responses obtained from students and teachers' questionnaires were tabulated, analyzed and interpreted. The data obtained from classroom observation and interviews were also treated in this chapter.

4.1. Results and Discussions on Teachers' Questionnaire

The purpose of this questionnaire was to gather comparative information about government and private school teachers about teaching speaking skills. To do this, five teachers from the government and private schools were selected randomly. Here was their response for different items.

4.1.1. Teachers' Reason Why They Are Teaching Speaking Skills for Students

The assumption here is that; one can teach one speaking skills for various purposes. The purpose of teaching spoken English course in schools is for improving students' communication ability. The function spoken language is the maintenance of social relationships. The following is teachers' reason for teaching speaking skills.

Table 1: Teachers’ response for the reason why they teaching speaking skills for students.

SN	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In no	In %	In no	In no
1	Why are you teaching speaking skills for your students? Because	I like speaking skills	0	0	0	0
		English is international language	0	0	0	0
		It is included in the students’ text book	1	20	0	0
		To improve students’ speaking skills	4	80	5	100

Table 1: Teachers’ response for the reason why they teaching speaking skills for students.

The above table indicates that teachers’ reasons why they teach speaking skills for students. Hence, 80% of government schools’ teachers said they teach speaking skills for their students because to improve their students’ speaking skills. Others (20%) government schools’ teachers teach speaking skills for their students because it is included in the student’s text book. However, the private school teachers’ reasons 100% of them they teach because to improve students’ speaking skills. From the above data, one can conclude that the number of governments school teachers’ who teach for improving students’ speaking purpose is less than private school teachers. As indicated in the literature review part, unless we know the exact reason to do something, negative perception will develop and this practice of teachers may force them to develop negative perception. So private school teachers had best commitment to improve their students’ speaking skills.

4.1.2. Teachers' interest to teach speaking skills

As already mentioned in the literature review part, interest is the power to hold one's attention and excite one's mind or to make you want to be involved or discover more about something. A person who has no interest to do something is more likely to develop negative perception for that work. Let us explain teachers' response in relation to this.

SN	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In No	In %	In No	In %
2	To what extent do you like teaching speaking skills?	Very much	3	60	4	80
		Much	0	0	1	20
		Less	1	20	0	0
		Least	1	20	0	0
3	How much are you interested to teach speaking skills in English class room?	Most interested	2	40	4	80
		More interested	2	40	1	20
		Less interested	1	20	0	0
		Least interested	0	0	0	0

Table 2: Teachers' response to what extent they like teaching speaking skills

Table 2 shows teachers' interest to teach speaking skills. Accordingly, only 60% of the government schools' teachers are very much interested to teach speaking skills at all. 20% amount of government schools' teachers are less and least interested to teach speaking skills at all. On the contrary, 40% of government schools' teachers are more interested to teach speaking skills in the language class room... In addition, the same number of teachers is more interested to teach speaking skills in English class room. In contrast, with regard to their interest to teach

speaking skills at all 80% of private schools' teachers are very much interested to teach speaking skills at all. And 20% of them are more interested. In addition, 80% of private schools' teachers are very much interested to teach speaking skills in the language class room; 20% of private teachers are more interested to teach speaking skills in the language class room. From the above data, one can conclude that private school teachers' have more interest than government school teachers to teach speaking skills in the language class room. As indicated in the literature review part, a person who has no interest to do something is more likely to develop negative perception for the work. Due to this point, government school teachers may develop negative perception towards the speaking skills in language.

4.1.3. Teachers' Response for to What Extent They Believe the Student Textbook Contains Speaking Skills Tasks and What Speaking Skills Activities of the Student Text-book.

The assumption here is that, the contents and activities which are included in the student text book will affect the students speaking skills. As a result, if there is lack of speaking skills contents and activities in the students' text-book, it will have a negative impact for improving students speaking skills. Let us describe their response in relation to this.

SN	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In No	In %	In No	In %
4	To what extent do you believe the student textbook contains speaking skills tasks?	Very well	1	20	1	20
		Well	0	0	1	20
		Medium	3	60	3	60
		In small quantities	1	20	0	0
5	What speaking skills activities of the student text book?	Foreign stories	1	20	0	0
		the history and culture of the community	3	60	0	0
		Are international content	0	0	0	0
		a combination of foreign and domestic stories	1	20	5	100

Table 3: Teachers' response for to what extent they believe the student textbook contains speaking skills tasks and what speaking skills activities of the student text book.

The above table indicates that government schools' teachers` believe in what extent the student text book contains speaking skill tasks. Hence, with regard to government schools' teachers believe, 60% of them believe that the students' text book contents medium speaking skill tasks. 20% are believe it contains very well and the remaining 20% believe it contains in small quantities. In relation to the above point, 60% of private schools' teachers believe the students' text book contains medium speaking skills tasks. 20% of them believe it contains very well tasks. And 20% of them also believe it contains well speaking skill tasks.

60% of government schools' teachers said the student text book speaking activities are based on the history and culture of the community. 20% of them looked the activities based on foreign stories, and other 20% the activities are based on the combination of foreign and domestic stories.

The above table also indicates that private schools' teachers` believe in what extent the student text book contains speaking skills tasks. Hence, with regard to private school teachers', 60% believe that the students' text book contents medium speaking skills tasks. 20% are believe it contains very well and the remaining 20% believe it well contains. In relation to the above point, 60% of private schools' teachers believe the students' text book contains medium speaking skills tasks. 20% of them believe it contains very well tasks. And 20% of them also believe it contains well speaking skill tasks.

100% of private school teachers said that the student text book speaking activities are based on a combination of foreign and domestic stories.

As can be seen from the above analysis, the majority of both government and private teachers believe that the student text-book contains medium speaking skills. 20% of both school teachers also believe that the students' text-book contains very well speaking skills tasks. The remain 20% of government teachers believe that the text book contains speaking skills tasks in small quantities, however, 20% of private schools' teachers believe the text book contains well speaking skills tasks.

However, 60% of government schools' teachers said the speaking skills activities are based on the history and culture of the community; 20% of them looked the activities based on only foreign stories and the other 20% of teachers said that the activities are based on a combination of foreign and domestic stories. However, 100% of private school teachers said that the speaking skills activities are based on a combination of foreign and domestic stories.

As the data indicate, both government and private school teachers believed that the students' text-book contains the same medium number of speaking skills tasks; private schools' teachers teach the speaking activities based on a combination of foreign and domestic stories. As a result, the private school teachers are more effective to improve their students speaking skills than government schools' teachers.

4.1.4. Teachers' Response for How Do They Teach the Content of Speaking Skills, in What Language They Teach Speaking Skills Lessons in the Classroom

This question can be used to reflect how teachers teach speaking skills and in which language teach in the English class room. According to the literature review if the place of talking English is restricted or unless the language is teaching based on the learners aim which is used for mass communication, it can be a cause for less achievement on the learners speaking skills. Here is teachers' response in relation to this.

S N	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In No	In %	In No	In %
6	How do you teach the content of speaking skills in the class room?	Based on local culture and history	0	0	0	0
		Using only the story quoted in the book	2	40	0	0
		By mixing local culture and history with the stories which quoted in the book	3	60	5	100
		By self-preparation outside of both stories	0	0	0	0
7	In what language do you teach speaking skill lessons in the classroom?	In English	2	40	5	100
		In Amharic	1	20	0	0
		In both	2	20	0	0
		In all, including local language	0	0	0	0

Table 4: Teachers' response for how do teach the content of speaking skills in the class room, in what language do you teach speaking skills lessons in the classroom.

Table 4 shows, that teachers' response for how do they teach the content of speaking skills, in what language they teach speaking lessons in the class room. Accordingly, 60% of government school teachers teach speaking skills by mixing local culture and history. 40% of them teaches the speaking skills using only the story quoted in the book. 40% of them teaches the skills in English, 20% of them use Amharic language to teach English language speaking skills. 20% of government school teachers use both English and Amharic languages to teach English speaking skills in the class room.

In contrast; 100% of private school teachers teaches speaking by mixing local culture and history with the stories which quoted in the book. And 100% of them use English language to teach English speaking skills in the class room.

From the above data one can conclude that private schools' teacher the most compatible techniques and language to teach speaking skills in the class room. The majority of the government school teachers use poor approach and incompatible language use to teach speaking skills in English class room.

4.1.5. Teachers’ Response About a Teaching Tool in Their School to Help Their Teaching Speaking Skills, Teaching Aids They Use to Improve Students Speaking Ability and Where Can They Find the Teaching Aids. Where the Teachers Found the Aids.

The assumption here is that if teachers use different teaching tools or aid, they will help to improve students’ speaking skills. Indirectly students who learn the speaking skills with teaching aids have best opportunity for students to improve their speaking skills. Unless Language teachers access teaching aids easily in school, their teaching interest will be decreased.

SN	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In No	In %	In No	In %
8	Is there a teaching tool in your school to help your teaching skills fluently?	Yes	2	40	2	40
		No	3	60	3	60
9	What teaching aids do you use to improve students speaking ability?	Radio	1	20	1	20
		Television	1	20	0	0
		Cards	1	20	2	40
		Computer	1	20	0	0
		Radio, Tv, Cards and Computer	0	0	1	20
		Non	1	20	1	20
10	Where can you find the teaching aids?	The school offers	1	20	2	40
		Prepared by students	3	60	0	0
		The teacher prepares himself	1	20	3	60
		It is not prepared by anyone	0	0	0	0

Table 5: Teachers’ response about a teaching tool in their school to help their teaching skills fluently, what teaching aids they use to improve their students speaking abilities and where can they find the teaching aids.

The above table indicates that teachers' usage of teaching tool in their school. Which teaching aid are they used and where they found the aids. Only 40% of both government and private school teachers confirm that there are teaching tools which help students to improve their speaking skills in their schools. 60% of them confirm there is no teaching aids in their schools. However, 20% of government teachers said they use radio, Television, cards and computer teaching tools (20% for each tools type) to improve their students' speaking skills. Only 20% of them not used any of the listed teaching tools. On other hand 40% of private school teachers use cards to improve their students' speaking skills. 20% of private teacher use radio as a teaching aid. The remain 20% of private schools' teachers use all kinds of teaching aids, Radio, Television, Cards, and Computer. Only 20% of them said there is no teaching tools at their schools.

However, only 20% government school teachers confirmed that there is teaching aids in their schools, 60% of them said that they found the teaching aids which are prepared by their students. 20% of the teachers found the tools offered by the schools, and 20% of them prepared the tools by themselves. But 60% of private school teachers found the teaching aids which are prepared by themselves, 40% of the teachers found the tools which are offered by their schools.

Hence, the majority of the private schools' teachers used the teaching tools which are offered by the schools and prepared by their own effort. The private school teachers are more committed than those government school teachers to improve their students' speaking skills.

4.1.6. Teachers’ Response About How Motivated are the Students to Learn Speaking Skills, the Level of the Students Understanding When Teaching Speaking Skills and in What Language Do Students Participate in Classroom Speaking Exercises.

The assumption here is that if teachers use different teaching tool or aid, it will help them to improve students’ speaking skills. Indirectly students who learn the speaking skills with helping teaching aids have best opportunity to improve their speaking skills. If Language teachers didn’t access teaching aids easily in school, their teaching interest will be decreased.

SN	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In No	In %	In No	In %
11	How motivated are the students to learn speaking skills?	They are very motivated	0	0	1	20
		They have moderate motivation	2	40	4	80
		Have low motivation	3	60	0	0
		They have no motivation	0	0	0	0
12	What is the level of the students understanding when teaching speaking skills?	Very high	0	0	4	80
		Medium	2	40	1	20
		Low	3	60	0	0
		Very low	0	0	0	0
13	In what language do students participate in classroom speaking exercises?	In English	1	20	4	80
		In Amharic	3	60	0	0
		In both	0	0	1	20
		In all, including local language	1	20	0	0

Table 6: Teachers’ response about how motivated are the students to learn speaking skills, what is the level of the students understanding when teaching speaking skills and in what language do students participate in classroom speaking exercises.

Table 6 shows that teachers' response about how motivated are the students to learn speaking skills, what is the level of the students understanding when teaching speaking skills and in what language do students participate in classroom speaking exercises. 60% of government school teachers evaluate that students have low motivation to learn speaking skills, 40% of their students have moderate motivation. However, 80% of private school teachers evaluate their students that they have moderate motivation to learn speaking skills, and only 20% of their students are very much motivated. Only 40% of government school students have medium level of understanding while learning speaking skills, 60% of them have low level of understanding. 80% of private school students have better understanding while learning speaking skills, the other 20% of them have medium understanding.

60% of government school students use Amharic language to express something in the class room, 20% of them use English language and 20% of them use Amharic, English and other local languages. However, 80% private school students use English language to express something in the class room. The remaining 20% of the students use both English and Amharic languages to express something in the class room.

From the above data one can conclude that private schools' students are more motivated than government schools' students. The majority of the government school teachers use poor techniques and incompatible language use to teach speaking skills in English class room. The majority of government schools' students have low understanding while learning speaking skills in the class room, but the majority of private school students understanding is better while learning speaking skills. This is because 80% private school students use English language to participate in the class room, but majority of government schools' students use Amharic language to participate in the class room.

4.1.7 Teachers' Care for Grammar and Vocabulary

This question can be used to cross check students' response for how often they practice speaking.

SN	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In No	In %	In No	In %
14	How often do you take care for grammar and vocabulary while you speak English?	Most frequently	2	40	0	0
		More frequently	3	60	1	20
		Less frequently	0	0	4	80
		Least frequently	0	0	0	0

Table 7: Teachers' response about how often they take care for grammar and vocabulary while they speak English.

Table 7 shows teachers' care for grammar and vocabulary. Accordingly, around 40% of government school teachers take most frequent care for grammar and vocabulary. 60% of students take care for grammar and vocabulary more frequently. On the other hand, only 20% of private school teachers' take care for grammar and vocabulary more frequently while they speak, the majority 80% of them take care for grammar and vocabulary less frequently.

From the above data, one can conclude that above more than half of the government students' take care for grammar and vocabulary. In contrast, 80% of private schools' students did not take care for grammar and vocabulary.

It is known that speaking is the integration of grammar and vocabulary. There will not be good speaking except one has good knowledge of grammar and vocabulary. According to Bygate (1987), it is obvious that in order to be able to speak a foreign language, it is necessary to know certain amount of grammar and vocabulary. Students' at this stage are expected to capture good knowledge of grammar and vocabulary. But the point here is the question of taking care. As shown from the above analysis, more than half of teachers were not taking care of grammar and vocabulary and this led them to develop wrong perception of the language.

4.1.8 Teachers' Response How They Evaluate Your Students' Effort to Practice Speaking

SN	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In No	In %	In No	In %
15	How do you evaluate your students' effort to improve speaking?	Excellent	0	0	1	20
		Very Good	0	0	2	40
		Good	2	40	1	20
		Poor	3	60	0	0
		Very Poor	0	0	0	0

Table 8: Teachers' response for their evaluation about their students' effort to practice speaking.

The above table indicates that teachers' views about their students' effort to improve speaking. Hence, with regard to their students' effort to improve speaking, 60% of government teachers said that students' effort is poor. The remaining 40% of teachers said students are good in practicing speaking. 40% of private teachers said students' effort is very good. 20% of them students' effort is excellent and the remaining 20% of teachers said students are good in practicing speaking.

4.1.9 Teachers’ Response About How Interesting are the Speaking Lessons That Are Prepared for Their Students, the Speaking Activities Found in Students’ Text-book and How Long Do They Give Time for Their Students to Practice Speaking in the Classroom Per Period

Interest to learn one subject is greatly influenced by the attractiveness of the speaking lessons and activities. It is not questionable that attractive lessons and exercises (activities) can capture learners’ attention.

SN	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In No	In %	In No	In %
16	How interesting are the speaking lessons that are prepared for your students?	Most interesting	0	0	1	20
		More interesting	1	20	3	60
		Less interesting	2	40	0	0
		Interesting	2	40	1	20
		Least interesting	0	0	0	0
17	How interesting are the speaking activities found in students’ text book?	Most interesting	0	0	0	0
		More interesting	0	0	3	60
		Interesting	0	0	2	40
		Less interesting	3	60	0	0
		Least interesting	2	40	0	0
18	How long do you give time for your students to practice speaking in the classroom per period?	5-10 Minutes	4	80	1	20
		10-15 Minutes	1	20	3	60
		15-20 Minutes	0	0	0	0
		above 20 Minutes	0	0	1	20

Table 9: Teachers' response about how interesting are the speaking lessons that are prepared for their students, how interesting are the speaking activities found in students' text book and how long they give time for their students to practice speaking in the classroom per period.

This table shows the attractiveness of speaking lessons and activities that are found in students' text-book and how long they give time for their students to practice speaking in the classroom per period. As a result, 20% of government schools' teachers said lessons are more interesting. Others, 40% said speaking lessons are interesting. The same number of teachers also replied that the speaking lessons are less interesting. On the other hand, regarding with the attractiveness of the speaking activities that are found in students' text-book, the majority of teachers (60%) said, activities are less interesting. Others, 40% said activities are least interesting.

60% of private school teachers said lessons are more interesting. Others, 40% said speaking lessons are interesting. On the other hand, regarding with the attractiveness of the speaking activities that are found in students' text-book, the majority of teachers (60%) said, activities are less interesting. Others, 40% said activities are least interesting.

80% of government school teachers give 5-10 Minutes for their students to practice speaking in the classroom period, 20% of them give 10-15 minutes for their students to practice speaking in the classroom per period. 60% of the private school teachers give 10-15 minutes for their students to practice speaking in the classroom period, and 20% of them give 5-10 minutes for their students to practice, and the 20% of them give above 20 minutes for students to practice.

Regarding to this point, Bygate (1987), said, it is clear that how various, attractive activities can help oral interaction skills. But, because of the absence of such type of speaking activities in the students' text-book, both teachers and students may not like the language.

4.1.10 Teachers' Role in Speaking Skills Class Room and How Do They Teach It.

The assumption here is that, teachers' role in speaking skills class room and their teaching systems are have positive attitude towards the language.

SN	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In No	In %	In No	In %
19	What is your role in the class?	Dominator	0	0	0	0
		Silent Sitter	0	0	0	0
		Facilitator	5	100	5	100
20	How do you teach speaking in the class?	in Pairs	1	20	1	20
		in Groups	1	20	3	60
		the whole class as one group	3	60	1	20

Table 10: Teachers' response about their role in speaking skill class, how they teach speaking skills in the class.

However, both government and private school teachers said that they are facilitators in the classroom, government school teachers were not facilitators. They gave less than 15 minutes for students to practice, the rest time was covered by their talk. However, private school teachers play more of a facilitative role. So, according to the classroom observation government school teachers are dominators. As to Byrne (1987), the teachers' task to teach speaking is as conductor, organizer, and dominator and as manager and consultant. But, such type of role was not common for the above teachers.

Teachers also were not teaching speaking in pairs. This fact is also checked during observation time. Instead, 40% of government schools' teachers teach by forming groups and pair. The remaining 60% teach by taking the whole class as one group. Based on the information gained from teachers' interview, they take large class size as a factor for not teaching speaking in pairs.

According to Brown and Yule (1983), large amount of time should be allocated for students to learn speaking than other skills. However, according to the fact shown in the above table, the majority of the government school class time is covered by teachers talk. This is not advisable techniques of teaching speaking.

4.1.11. Teachers' Testing System to Evaluate Students Speaking Skills

SN	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In No	In %	In No	In %
21	Which types of testing do you use to evaluate students' speaking skills?	Subjective testing type	2	40	0	0
		Objective testing type	0	0	0	0
		Both subjective and objective testing types	3	60	5	100
		Two	2	40	2	40
		Three	0	0	0	0
		More than three	3	60	3	60
23	Which test items are usually used when you evaluate students' speaking skills?	True or false and multiple choose	0	0	0	0
		True or false, matching and multiple choose	2	40	1	20
		True or false, matching, choose, short answer and discuss	3	60	4	80
24	How do you evaluate your students' speaking skills test scores?	Excellent	0	0	1	20
		Very Good	1	20	4	80
		Good	4	80	0	0
		Poor	0	0	0	0

Table 11: Teachers' response about types of testing they use to evaluate students' speaking skills, how many test items they prepare, which test items are usually used and how they evaluate their students' speaking skills test scores.

The above data shows that 60% of government school teachers use both subjective and objective testing types to evaluate students' speaking skills, and 40% of them use only Subjective testing type. However, 100% of private school teachers use both subjective and objective testing types to evaluate students' speaking skills. 60% of government school teachers' usually used true or false, matching, multiple choose, short answer and discuss when they evaluate students' speaking skills, 40% of them used true or false, matching and multiple choose items. 80% of private school teachers usually used true or false, matching, and multiple choose, short answer and discuss items, the other 20% of them used true or false, matching and multiple choose items when they evaluate students' speaking skills. 80% of government school teachers said that students' have good speaking skills test scores, and 20% of them have very good scores. In contrast to, 80% of private school teachers said that students' have very good test scores, 20% of them said that students' have excellent scores.

4.2. Results and Discussions on Students' Questionnaire

The purpose of this questionnaire was to gather information about government and private school students' speaking skills abilities. To do this, 150 students from the government and private schools were selected randomly. Here is their response for different items.

4.2.1. Students' Reason to Learn Speaking Skills

The assumption here is that; one can learn one language for various purposes. As indicated in the literature review part, the purpose of taking speaking skill in schools is for communication. The function spoken language is the maintenance of social relationships. The following is students' reason for speaking English.

SN	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In No	In %	In No	In %
1	Why do you learn speaking skills? It is because...	I like speaking skills	11	7.3	10	6.7
		English is international language	26	17.3	30	20
		It is included in the students' text book	93	62	20	13.3
		To improve my speaking skills	20	13.3	90	60

Table 12: Students' response for the reason why they learn speaking skills.

The above table indicates that the reasons why students learn speaking skills. The majority of the government school students learn speaking skills because it is included in the students' text-book. On the other hand, a significant number of students are learning speaking skills because English is international language. Few students learn speaking because they like it. Only 20% of them learn speaking skills for improving communication purpose. However, 60% of private schools' students learn speaking skills to improve their speaking skills. A significant number of students learn speaking skills because English is international language and they like it.

From the above data one can conclude that, those private school students who learn speaking skills for the sake of communication will have positive perception about the speaking. As indicated in the table, the number of government school students who learn speaking skills for communication purpose is low. Due to this reason they may develop negative perception to the speaking.

4.2.2. Students' Interest to Speak English Anywhere and in the Class room

Interest is the power to hold one's attention and excite one's mind or to make you want to be involved or discover more about something. A person who has no interest to do something is more likely to develop negative perception for that work. Let us analyze students' response in relation to this.

SN	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In No	In %	In No	In %
2	How much are you interested to learn speaking skills?	Very much	11	7.3	4	2.7
		Much	38	25.3	15	10
		Less	87	58	95	63.3
		Least	14	9.3	36	24
3	How much are you interested to learn speaking skills in English class room?	Most interested	10	6.7	25	16.7
		More interested	45	30	75	50
		Less interested	90	60	47	31.3
		Least interested	5	3.3	3	2

Table 13: Students' response about how much are they interested to speak English anywhere and in the class room.

Table 13 indicates how much students are interested to learn speaking skills at all and in the classroom. Accordingly, 58% of government schools' students have less interest to learn speaking skills at all and 60% of them also have less interest to learn speaking skills in the language classroom. On the other hand, only 7.3% of the students are very much interested to learn speaking skills at all and 6.7% of them have very much interest to learn it in English classroom. However, 95% of private school students have less interest to learn speaking skills at all and 47% of them also have less interest to learn speaking skills in the language classroom. On the other hand, only 2.7% of the students are very much interested to learn speaking skills at all, and 16.7% of them have most interested to learn it in English classroom.

In conclusion, private school students are more interested than government school students to learn speaking skills at all and in English classroom.

4.2.3. Students' Views in Expressing Their Views by Speaking English

SN	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In No	In %	In No	In %
4	How good are you in expressing your views by spoken English?	Excellent	10	6.7	10	6.7
		Very good	15	10	25	16.7
		Good	24	16	75	50
		Poor	89	59.3	35	23.3
		Very Poor	12	8	5	3.3

Table 14: Students' responses for how good are they in expressing their views by spoken English

The above table indicates that how students are good in expressing their views in English. Accordingly, only 6.7% and 10% of the government school students are excellent and very good respectively in expressing their views in English. While more than half, 59.3% of students are poor in expressing their views. Also 6.7% of private school students are excellent and 16.7% of them are very good in expressing their views in English, while 50% of them are good in expressing themselves in English.

4.2.4. Students' Frequency of Speaking English.

SN	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In No	In %	In No	In %
5	How often do you speak English?	Most frequently	9	6	15	10
		More frequently	12	8	20	13.3
		Frequently	23	15.3	75	50
		Less frequently	78	52	30	20
		Least frequently	28	18.7	10	6.7

Table 15: Students' response about how often they speak the English language

Table 15 shows that how often students speak in English. Hence, only 8% of the government school students speak in English most frequently; while 52% of them speak in English less frequently. 15.3% and 18.7% of them also speak in English frequently and least frequently respectively. On other hand, 10% of private school students speak in English most frequently, 50% of them speak in English frequently.

In relation to this, Nunan (1991), points out that learning to speak in a second or foreign language will be facilitated when learners are actively engaged in attempting to communicate. However, the fact shown in the analysis is different. Students are not practicing the skill most frequently. There will not be success unless there is practice. At this time the students may develop negative attitude towards the language.

4.2.5. Students' Preference to Speak the English Language

This question can be used to reflect where and when students feel comfort to speak the language. According to the literature review, if the place of talking English is restricted. Unless the language is used for mass communication purpose, it can be a cause for the development of poor speaking skills. Students' response in relation to this.

SN	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In No	In %	In No	In %
6	Where do you prefer to speak English?	Inside the classroom	118	78.7	110	73.3
		Outside the classroom	19	12.6	10	6.7
		At your home	3	2	5	3.3
		Every where	10	6.7	25	16.7
7	With whom do you want to speak English?	With your teacher	18	12	10	6.7
		With your friends	80	53.4	90	60
		With family	20	13.3	30	20
		With everybody who can speak English	32	21.3	20	13.3

Table 16: Students' response about where and with whom they prefer to speak English

The above table indicates, where and with whom students prefer to speak English. Accordingly, only 6.7% and 21.3% of the government school students respectively speak English everywhere and with everybody who can speak the language. The majority of the students speak English inside the classroom with their friends. On the other hand, only 25% and 13.3% of the private school students respectively speak English everywhere and with everybody who can speak the language. The majority of them speak English inside the classroom with their friends.

Here, the assumption is that, a person who wants to learn a speaking skill successfully should speak it everywhere with everybody who can speak the language. According to the above data

some on can conclude both government and private school students are not successful students to learn effective speaking skills.

4.2.6. Students' Attitude Towards a Person Who Speaks English

SN	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In No	In %	In No	In %
8	What is your attitude towards a person who speaks English everywhere and every time?	I like him/her	67	44.7	105	70
		I hate him/her	83	53.3	45	30

Table 17: Students' response about their attitude towards a person who speaks English everywhere and every time

Table 17 shows students' attitude towards a person who speaks English everywhere and every time. Accordingly, 53.3% of the government school students did not like a person who speaks English everywhere and every time. The remaining 44.7 % of them like a person who speaks English everywhere and every time.

On the other hand, the majority 70%% of the private school students like a person who speaks English everywhere and every time. The remaining 30 % did not.

The assumption here is that, those who like a person who speaks English everywhere and every time have positive attitude to learn the speaking skill. More than half number of government school students did not like such type of person. However, majority of private school students like a person who speak English everywhere and every time.

From this one can conclude that private school students have more opportunity than government school students to develop their speaking skills.

4.2.7. Students' Care for Grammar and Vocabulary

SN	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In No	In %	In No	In %
9	How often do you take care for grammar and vocabulary?	Most frequently	20	13.3	15	10
		More frequently	86	57.4	35	23.3
		Frequently	20	13.3	80	53.3
		Less frequently	16	10.7	10	6.7
		Least frequently	8	5.3	10	6.7

Table 18: Students' response about how often do they take care for grammar and vocabulary

The above table indicates that student's response about how often do they take care for grammar and vocabulary. Hence, only 13.3% of the government school students take care for grammar and vocabulary most frequently. More than half (57.4%) of the students take care for grammar and vocabulary more frequently. Significant number of government school students take care for grammar and vocabulary less and least frequently. On the other hand, 10% and 23.3% of private school students take care for grammar and vocabulary most and more frequently. More than half (53.3%) of the students take care for grammar and vocabulary frequently. Significant number of private school students take care for grammar and vocabulary less and least frequently.

This shows that the majority of the government school students are speaking English with over take care use of grammar and vocabulary. In relation to this; majority of private school students have balanced take care use of grammar and vocabulary. So private school students have more opportunity than those government school students to improve their speaking skills with well enough take care of grammar and vocabulary.

4.2.8. Students' Response for How They Evaluate Their Teachers' Effort to Help Them Improve Speaking, the Attractiveness of the Speaking Lessons That Are Prepared by Them and the Role of Their Teachers in the Classroom

SN	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In No	In %	In No	In %
10	How do you evaluate your teachers' effort to help you improve speaking?	Excellent	2	1.3	10	6.7
		Very good	16	10.7	80	53.3
		Good	32	21.3	50	33.3
		Poor	47	31.3	8	5.3
		Very Poor	53	35.4	2	1.3
11	How interesting are the speaking lessons that are prepared by your teacher?	Most interesting	7	4.7	15	10
		More interesting	25	16.7	35	23.3
		Interesting	36	24	80	53.3
		Less interesting	77	51.3	15	10
		Least interesting	5	3.3	5	3.3
12	What is the role of your spoken teacher in the class	Dominator	98	65.4	20	13.3
		Silent sitter	32	21.3	40	26.7
		Facilitator	20	13.3	90	60

Table 19: Students' response for how they evaluate their teachers' effort to help them improve speaking, the attractiveness of the speaking lessons that are prepared by teaches and the role of their teachers in the classroom.

Table 19 shows that students' response for how they evaluate their teachers' effort to help them improve speaking, the attractiveness of speaking lessons prepared by their teachers, and the role of their teachers in the classroom. Hence, 1.3% of government school students said that teachers' effort to help them improve speaking is excellent. However, 31.3% and 35.4% of the government school students evaluated their teachers' effort as poor and very poor respectively. 6.7% of private school students said that teachers' effort to help them improve speaking is excellent. But, 53.3% and 33.3% of the private school students evaluated their teachers' effort as good and very good respectively.

On students' speech development, teachers' role has great place. Since most of the practices are made between the students and majority of teachers' role should be needed. According to Byrne (1987), among the teachers' role to help students, they should stand at the front of the class, look at students, look interested in what the students are saying, control the class clearly and economically, make sure that the students got enough practice can be mentioned. According to government school students' evaluation, their teachers' effort to do this is very less than private school teaches. And this can produce for government school students' negative feeling towards the speaking.

Regarding with the attractiveness of the speaking lessons prepared by their teachers, 4.7% of the government school students said that they are most interesting; while 51.3% said that they are less interesting. 10% and 23.3% of the private school students said that they are most and more interesting; while 53.3% them said that they are interesting.

It is not questionable that, interesting speaking lessons can capture students' attention highly. Those speaking lessons are prepared by the subject teachers. Instead of capturing government school students' attention, speaking lessons that are prepared by the teachers are less interesting, and this will push students to develop negative attitude to learn the speaking skills. However, private school students' capturing attention, speaking lessons that are prepared by the teachers are interesting and this will initiate students to develop positive attitude to learn the speaking skills.

In addition to the above points, with regard to their teachers' role in the classroom, 65.4% government school students said that teachers are dominators; while 21.3% and 13.3% of them said that teachers are silent sitters and facilitators respectively. However, only 13.3% of private school students said that teachers are dominators, while 26.7% of teachers are silent sitters; and

more than half (60%) private school students said that teachers are facilitators respectively. As it is indicated in both government and private school teachers' response analysis, even though teachers said that most of them play as facilitators, the fact shown from the government school students' questionnaire and the classroom observation data is absolutely opposite. However, the private school teachers' responses are as similar as their students' responses. Government school teachers are dominators, and this will not help students to improve their speaking skill. On the other hand, private school teachers are facilitators, this help students to improve their speaking skill. Especially for speaking lesson, the teachers' task must be, as conductor, organizer and monitor, simulator and as manager and consultant.

4.2.9. Students' Responses About How Interesting are the Speaking Activities Found in Their Textbook

SN	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In No	In %	In No	In %
13	How interesting are the speaking activities that are found in your text book?	Most interesting	0	0	20	13.3
		More interesting	0	0	35	23.3
		Interesting	32	21.3	70	46.7
		Less interesting	49	32.7	20	13.3
		Least interesting	69	46	5	3.3

Table 20: Students' responses about how interesting are the speaking activities found in their text book

The above table shows how interesting are the speaking activities found in students' text-book. Hence, the majority of the government school students replied that the speaking lessons are less and least interesting. In contrast to, 13.3% and 23.3% of private school students said that the speaking skills activities found in their text book are most and more interesting, and 46.7 of them also said that the activities are interesting. On the contrary, significant number of private school students replied that the speaking lessons are less and least interesting.

The same result was shown in the speaking lessons that are prepared by the spoken English teachers. According to the result gained from government schools' students' interview, there is no a single attractive activity in the text-book starting from chapter one to the end. In addition to this problem, the amount of time allocated for each activity is too small. This shows that much attention is not given for speaking lesson by the government school course book material developers. Because of this problem, the Private school teachers formulate their own activity out of the text-book. As a result of this government school students speaking skills ability become poor.

4.2.10. Students’ Response for How Long Do They Practice Speaking in the Class Period and How They Practice Speaking in the Class

SN	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In No	In %	In No	In %
14	How long do you practice speaking in the classroom period?	5-10 Minutes	89	59.3	25	16.7
		10-15 Minutes	61	40.7	50	33.3
		15-20 Minutes	0	0	60	40
		above 20 Minutes	0	0	15	10
15	What teaching aids does your teacher use to teach speaking ability?	Radio	10	6.7	25	16.7
		Television	0	0	10	6.7
		Cards	85	56.7	95	63.3
		Computer	0	0	20	13.3
		Nothing Used	55	36.7	0	0
16	How do you practice speaking in the class?	in Pairs	5	3.3	50	33.3
		in Groups	29	19.3	95	63.3
		the whole class as one group	116	77.4	5	3.3

Table 21: Students’ response for how long do they practice speaking in the class per period, what teaching aids do teacher use to teach speaking ability and how they practice speaking in the class

Table 21 shows students’ response for how long do students practice speaking in the class period, what teaching aids teachers use to teach speaking and how they practice speaking in the class. Accordingly, 59.3% of the government school students reported that they practiced speaking only for 5-10 minutes per period. The remaining 40.7% said they practiced speaking for not more than 15 minutes. Only 16.7% and 33.3% of the private school students reported that they practiced speaking only for 5-10 and not more than 15 minutes’ period. The remaining 50% of private school students said they practiced speaking 15-20 minutes and above 20 minutes per period. On the other hand, what teaching aids teacher use to teach speaking, 56.7% of

government school teachers used cards, only 6.7% of teachers used radio, but 36.7% of teachers not used any teaching aid to help their students speaking skills. On other hand 63.3% of private school teachers used cards for teaching speaking skill and significant number of teachers used one of the teaching aids radio, television or computers, to teach speaking skills. With regard to the way how students practice speaking, around 3.3% of the government school students replied that they practiced in pairs. 19.3% said that in groups while the majority of the students said that that they practiced speaking the whole class as one group. In contrast to, 33.3% of the private school students replied that they practice speaking in pairs; and 63.3% of them said that they practice speaking in groups; while the minority of the students (3.3%) said that they practice speaking the whole class as one group. This is also a great factor that can push students to develop good ability about speaking skill. As a result, private school students are improving better speaking skill than government school students.

4.2.11. Students' Speaking Habit After School

SN	Item	Alternatives	Government Schools Respondents		Private Schools Respondents	
			In No	In %	In No	In %
17	How is your speaking habit after school?	Excellent	12	8	20	13.3
		Very Good	8	5.3	35	23.3
		Good	42	28	90	60
		Poor	76	50.7	5	3.3
		Very Poor	12	8	0	0

Table 22: Students' response about their speaking habit after school

The above table shows that the speaking habit of students after school. Hence, only 8% of the government school students have excellent habit of speaking after school. On the contrary, 50.7% of them have poor habit of speaking after school. A significant number of students have good speaking habit after school. In contrast to, 13.3% and 23.3% of the private school students have excellent and very good speaking habit after school. On the contrary, 60% of them have good habit of speaking after school. A significant number of students have poor speaking habit after school.

As it is shown above, almost half of the government school students have poor habit of speaking in English after school. However, more than half of the private school students have good habit of speaking in English after school. Language accuracy can be achieved by making practice every time, everywhere, and with everybody who can speak English. Unless students practice speaking, they will not be good at speaking. At this time, they may develop poor speaking skills abilities. According to the above data private school students have better habit of speaking in English after school.

4.3. Results Obtained from Classroom Observation

In order to gather information about how speaking instructions are conducted, classroom observation was conducted. The following is its analysis.

4.3.1. Teachers Role to Teach Speaking

According to the observation made by the researcher and the co-observer, government school teachers did not provide maximum opportunity for students to speak the language. However, private school teachers provide better opportunity for students to speak the language. This means government school students' practicing time is very less than private school students. As to Brumfit and Johnson (1979), the problems of interaction in the teaching could be reduced by minimizing teachers' involvement in his/her domination of classroom activities and changing the direction of the process of language use. But, opposite to the above fact, government schools' teachers dominate the speaking classes.

When we see the students' involvement in the speaking class, both government and private school teachers' give less involvement for each student in every speaking activity. The class is dominated by the participation of some clever students. As the point made by Killip (1992), teachers should try to involve each student in every speaking activity. However, every student is not engaged and participated in every speaking activity.

Additionally, private school teachers indicate positive signs when commenting on students' response. In contrast, government school teachers indicate negative signs when commenting on students' response. It is clear that if teachers indicate positive signs when commenting on students' response, the number of participants can be increased. So, this can be taken as one of the factors that minimize students' active participation. According to Kayi (2009), teachers should indicate positive signs while commenting on students' response so as to arise their interest.

When we see the concept of motivating students, teachers rarely ask eliciting questions such as "What do you mean? How do you reach this conclusion?" in order to motivate students to talk more. This is directly related to the above issue. First, government school teachers did not give enough time to students for practice. Students did not get motivation and positive sign. In contrast to, private school teachers give better and enough time to their students for practice speaking.

In the teaching learning process, there are verbal and written feedbacks gained from the teacher. We have seen in government schools' teachers there are no verbal feedbacks and the same is true for written feedback. Teachers never provide written feedback like "Your presentation was really great! I really appreciated your efforts in preparing the materials and efficient use of your voice." With this quality, teachers are poor. However, private school teachers more or less they use verbal and written feedbacks for their students.

Even though correcting students' pronunciation mistakes very often while they are speaking is not advisable for the teaching learning process, most government school teachers; and some of private school teachers' correct mistakes made by students now and then. This will make students shy and dependent for not to correct their mistakes by themselves.

One of the qualities of good teachers is circulating around the classroom so as to check whether every student is learning properly or not. With regard to this point majority of government schools' teachers never circulate around the classroom. They mention large class size for not doing this. In contrast to, more than half of government school teachers are circulating around the classroom; so they check whether every student is participating in the given activities.

In addition to all the above points, government school teachers did not provide the vocabulary before practice. Private schools' teachers provide the vocabulary before practice. According to Kllipel (1992), if teachers provide the vocabulary beforehand that students will be aware and successful in their speaking practice.

4.3.2. Students' Role to Learn Speaking

Government school students' effort to practice the target language inside the school is very poor, private school students' effort to practice the target language inside the school is good. Only very few government schools' students and majority private schools' students were observed while they were actively participating, and using the language outside the classroom. Any practice is good whether you speak to someone who is a native English speaker or not. Speaking can be developed by the real-life interaction which is made everywhere and every time (Verderber, 1988).

A significant number of both government and private schools' students were observed sitting silently without doing tasks. Especially, they were not checked by the teacher since the teacher took the whole class as one group.

Only very few both government and private schools' students were observed while they were responding to the teachers talk and questions while large number of students remain silent sitters. Government schools' students' effort for not to translate and not to use mother tongue, is very poor.

Government school students' effort to build their confidence is also poor. They have no confidence while they speak in front of the class. According to the interview made with them, they refer lack of practice as a cause for this. But, private school students' effort to build their confidence is better than government schools' students.

Government school students' effort for the appropriate use of grammar and vocabulary is again poor. Private school students' effort for the appropriate use of grammar and vocabulary is better.

Private school students' effort to ask unclear issues and question is good, but government schools students' effort to ask unclear issues and questions is also poor.

Government school students' interest to discuss ideas in groups in detail is poor, but private school students' interest is good.

CHAPTER FIVE

5. Conclusions and Recommendations

5.1. Introduction

This chapter presents two major sub-sections. The first chapter presents the conclusions arrived at and the second section presents the recommendations forwarded.

5.2 Summary of major findings

As indicated in the introductory part of this paper, the main objective of the study was to make a comparative investigation of government and private elementary schools' students' speaking skill proficiency. For this purpose, three interrelated areas of teaching speaking English were examined: belief, practice and classroom interaction. These have been discussed in previous chapter. First, teachers' and students' beliefs towards teaching and learning to speak English, the methods used, the role of teaching factors, and the speaking activities with classroom interaction were examined. Second, the attention given in classroom practices was observed.

The study revealed that activities do elementary level government schools' teachers' used lesson activities while teaching speaking skill was not interesting, so their students were not motivated to improve their speaking skill. Privet elementary schools' English teachers` prepared better interesting speaking lesson activities while teaching speaking skill, as result the private elementary schools' students were practice their speaking skill.

Research question one what accounts for the teaching methods used by government elementary level teachers' have been dominator during teaching speaking skill. Most private schools' language teachers have been facilitator role during teaching speaking skill

The study revealed that government elementary schools' students' speaking skill performance have been bad. Comparatively private elementary schools' students' speaking skill performance have been very good.

In general, three instruments were used. Questionnaire for both teachers and students together with interview were employed. Regarding the actual speaking classroom practices, observation checklist was used as the third tool. The data gathered through the above instruments were analyzed qualitatively and quantitatively.

The findings indicate that teachers' beliefs towards the relevance of teaching speaking skills, the implementation of the learning methods (pair/group modes of learning), the importance of the speaking activities are sources of factors inhibiting students' participation in speaking classes.

With relation to their beliefs, teachers view of teaching speaking skills, implementing pair/group modes of learning. Findings of classroom observations also positively confirm the inadequacy and total absence of these components that account for inhibiting the quality and effectiveness of students' participation.

5.3. Conclusions

1. The findings of this study indicate that teaching speaking skills at private elementary schools were better than government aided schools.
2. Government schools' teachers were not teaching English for communication purpose. They have no interest to teach speaking skills in the language classroom. They did not have interest to improve their students speaking skill. They most frequently take care for grammar and vocabulary rather than improving their students speaking abilities. So, in many ways, government schools' teachers' teaching techniques of speaking skill can be said poor and their students' speaking ability also poor.
3. The speaking instructions have also problems. There were no interesting lessons and activities in the students' text-book so that students have no interest to learn it. Enough time was not given for students to practice. Students were not practicing the language in pairs or in groups. Teachers were not act as facilitators. And there were not speaking exams or tests.
4. Government schools' students' have no interest to speak the language. Most of them, afraid to speak English outside their schools. They did not have interest to improve their speaking skill and to use the language everywhere with everybody who can speak the language. They did take care for grammar and vocabulary most frequently and they did not have good speaking habit after school. So, students have also poor speaking skill.
5. Most private schools' students were using English for communication purpose. They have better interest than government schools' students to speak the language. Most of them, not afraid to speak English outside their schools. They have also interest to improve their speaking skill and to use the language everywhere with everybody who can speak

the language. They did enough take care for grammar and vocabulary frequently and they have good speaking habit after school. So, private schools' students have better speaking skill than government schools' students.

5.4. Recommendations

According to the information which collected from government and private elementary schools' teachers and students, by using questionnaires, interview and observation, based on the results gained from the analysis in the previous chapter, the following recommendations are forwarded based on the findings of this research.

The study findings revealed that elementary level government school teachers' used lesson activities while teaching speaking skill, it was not interesting, so their students were not motivated to improve their speaking skill. These made students' have less speaking practice habit, they dislike a person who speak English, and also, they hadn't interest to speak English everywhere with everybody who can speak the language.

1. Teachers should teach speaking skill for communication purpose.
2. Students should try to speak in front of people, everywhere with everybody who can speak the language after school.
3. Teachers' should prepare interesting speaking lessons that can capture learners' attention.
4. Teachers should use teaching materials which helps students' motivation and improving their speaking skill with frequent practices.
5. Teachers' should give enough time for practice to their students.
6. The research finding also indicate majority of government and few private schools' teacher role during speaking class was dominator. Teachers' should act as facilitators not dominators or silent sitters in the classroom. Teachers should try to teach speaking in pairs or small group rather than taking the whole class as one group.
7. Based on both government and private schools' teachers and students' responses the study reached finding, the students' text book included less interesting speaking activates. So, material developers should incorporate interesting speaking activities that can capture students' attention.
8. Material developers should also give longer time for the practice of speaking activities in the syllabus.

It would be of a paramount importance for English language teachers to believe and consider that the learner-centered approach which allows students to play more role during classroom interaction so that they will be able to see the emphasis given to students' involvement using English language for oral communication both from language view and teaching methods currently used. Above all, the achievement of the intended objective of the syllabus in teaching speaking skills is unthinkable without due emphasis given to students' classroom interaction in the speaking activities as per the learning methods recommended by the syllabus in teaching the activities. To this end, it is inevitably important if a radical change is taken in the current English language teachers' beliefs and practices on the role of classroom interaction in speaking classes and the speaking tasks in the textbook. Therefore, it would be useful to give particular attention to the inhibiting factors, this study has found out and apply them in such a way that they enhance the qualities and effectiveness of students' classroom interaction in the activities for the development of their speaking skills.

Finally, the researcher would like to suggest that concerned bodies should make further studies in an improved form and wider scope regarding the related issues in different schools at different levels to fill the gaps which are related to the quality and effectiveness of students' classroom interaction that helps for the development of speaking skills.

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APPENDIX-A

Teachers' Questionnaire

Dear Teacher,

The aim of this questionnaire is to gather information about “A comparative study of government and private elementary schools’ students’ Speaking Skill”. Since your responses are important to arrive at a reliable result, you are kindly requested to give your genuine response to each item.

Thank You!

Instruction

You do not need to write your name.

Please, circle the letter of your response among the given alternatives, based on your beliefs and practices of teaching speaking skills.

1. Why are you teaching speaking skills for your students? Because

- A. I like speaking skills
- B. English is international language
- C. It is included in the students’ text book
- D. To improve students’ speaking skills

2. To what extent do you like teaching speaking skills?

- A. Very much
- B. Much
- C. Less
- D. Least

3. How much are you interested to teach speaking skills in English class room?

- A. Most interested
- B. More interested
- C. Less interested
- D. Least interested

4. To what extent do you believe the student textbook contains speaking skills tasks?

A. Very well

C. Medium

B. Well

D. In small quantities

5. What speaking skills activities of the student text book?

A. Foreign stories

B. They are taken from the history and culture of the community

C. Are international content

D. They contain a combination of foreign and domestic stories

6. How do you teach the content of speaking skills in the class room?

A. Based on local culture and history

D. By self-preparation outside of both stories

B. Using only the story quoted in the book

C. By mixing local culture and history with the stories which quoted in the book

7. In what language do you teach speaking skills lessons in the classroom?

A. In English

C. In both

B. In Amharic

D. In all, including local language

8. Is there a teaching tool in your school to help your teaching skills fluently?

A. Yes

B. No

9. What teaching aids do you use to improve students speaking ability?

A. Radio

C. Cards

B. Television

D. Computer

10. Where can you find the teaching aids?

A. The school offers

C. The teacher prepares himself

B. Prepared by students

D. It is not prepared by anyone

11. How motivated are the students to learn speaking skills?

A. They are very motivated

C. Have low motivation

B. They have moderate motivation

D. They have no motivation

12. What is the level of the students understanding when teaching speaking skills?

A. Very high

C. Low

B. Medium

D. Very low

13. In what language do students participate in classroom speaking exercises?

A. In English

C. In both

B. In Amharic

D. In all, including local language

14. How often do you take care for grammar and vocabulary while you speak English?

- A. Most frequently
- B. More frequently
- C. Frequently
- D. Less frequently
- E. Least frequently

15. How do you evaluate your students' effort to practice speaking?

- A. Excellent
- B. Very Good
- C. Good
- D. Poor
- E. Very Poor

16. How interesting are the speaking lessons that are prepared for your students?

- A. Most interesting
- B. More interesting
- C. Interesting
- D. Less interesting
- E. Least interesting

17. How interesting are the speaking activities found in students' text book?

- A. Most interesting
- B. More interesting
- C. Interesting
- D. Less interesting
- E. Least interesting

18. How long do you give time for your students to practice speaking in the classroom per period?

- A. 5-10 Minutes
- B. 10-15 Minutes
- C. 15-20 Minutes
- D. above 20 Minutes

19. What is your role in the class?

A. Dominator

C. Facilitator

B. Silent Sitter

20. How do you teach speaking in the class?

A. in Pairs

C. the whole class as one group

B. in Groups

21. Which types of testing do you use to evaluate students' speaking skills?

A. Subjective testing type

C. Both subjective and objective testing types

B. Objective testing type

22. How many test items do you prepare during a speaking skills test?

A. One

C. Three

B. Two

D. More than three

23. Which test items are usually used when you evaluate students' speaking skills?

A. True or false and multiple choose

B. True or false, matching and multiple choose

C. True or false, matching, multiple choose, short answer and discuss

24. How do you evaluate your students' speaking skills test scores?

A. Excellent

B. Very Good

C. Good

D. Poor

E. Very Poor

APPENDIX-B
Students' Questionnaire

Dear Students',

The aim of this questionnaire is to gather information about "A comparative study of government and private elementary schools' students' Speaking Skill". Since your responses are important to arrive at a reliable result, you are kindly requested to give your genuine response to each item.

Thank You!

Instruction

You do not need to write your name.

Please, circle the letter of your response among the given alternatives, based on your beliefs and practices of teaching speaking skills.

1. Why do you learn speaking skills? It is because...

- A. I like speaking skills
- B. English is international language
- C. It is included in the students' text book
- D. To improve my speaking skills

2. How much are you interested to learn speaking skills?

- A. Very much
- B. Much
- C. Less
- D. Least

3. How much are you interested to learn speaking skills in English class room?

- A. Most interested
- B. More interested
- C. Less interested
- D. Least interested

4. How good are you in expressing your views by spoken English?

A. Excellent

D. Poor

B. Very Good

E. Very Poor

C. Good

5. How often do you speak English?

A. most frequently

D. less frequently

B. more frequently

E. least frequently

C. frequently

6. Where do you prefer to speak English?

A. Inside the classroom

C. At your home

B. Outside the classroom

D. Everywhere

7. With whom do you want to speak?

A. With your teacher

C. With family

B. With your friends

D. With everybody who can speak English

8. What is your attitude towards a person who speaks English everywhere and every time?

A. I like him/her

B. I hate him/her

9. How often do you take care for grammar and vocabulary while you speak English?

A. Most frequently

D. Less frequently

B. More frequently

E. Least frequently

C. Frequently

10. How do you evaluate your teacher's effort to help you improve speaking?

- A. Excellent
- B. Very Good
- C. Good
- D. Poor
- E. Very Poor

11. How interesting are the speaking lessons that are prepared by your teacher?

- A. Most interesting
- B. More interesting
- C. Interesting
- D. Less interesting
- E. Least interesting

12. What is the role of your spoken teacher in the class?

- A. Dominator
- B. Silent Sitter
- C. Facilitator

13. How interesting are the speaking activities found in your text book?

- A. Most interesting
- B. More interesting
- C. Interesting
- D. Less interesting
- E. Least interesting

14. How long do you practice speaking in the classroom per period?

- A. 5-10 Minutes
- B. 10-15 Minutes
- C. 15-20 Minutes
- D. above 20 Minutes

15. What teaching aids do your teacher use to teach speaking ability?

- A. Radio
- B. Television
- C. Cards
- D. Computer
- E. Nothing Used

16. How do you practice speaking in the class?

A. in Pairs

B. in Groups

C. the whole class as one group

17. How is your speaking habit after school?

A. Excellent

B. Very Good

C. Good

D. Poor

E. Very Poor

APPENDIX-C

EFL Classroom Observation Checklist

Name of the School: _____ Grade: _____

Teacher's Qualification: _____ Lesson: Speaking Instruction

Observer: the researcher and co-observer Date: _____

A. Teachers' Role to Teach Speaking

SN	Questions	Response Frequency				
		Alw ays	Oft en	So met ime s	Rar ely	Nev er
1	Provide maximum opportunity for students to talk the target language					
2	Try to involve each student in every speaking activity					
3	Indicate positive sign when commenting on a students' response					
4	Ask eliciting questions such as "What do you mean? How do you reach that conclusion?" in order to motivate students to talk more					
5	Provide written feedback like: your presentation was really great! I really appreciated your efforts in preparing the materials and efficient use of your voice					
6	Do not correct student's pronunciation mistakes very often while they are speaking					
7	Circulate around the classroom while the students make practice					

8	Provide the vocabulary before practice					
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B. Students' Role to Learn Speaking

SN	Questions	Measurement Degree				
		Exc elle nt	Ver y Go od	Go od	Poo r	Ver y Poo r
1	Practice as much as they can					
2	Doing the tasks given by the teacher successfully					
3	Responding to the teacher's talk and questions					
4	Their effort not to translate and not to use mother tongue					
5	Their effort to build their confidence					
6	Appropriate use of grammar and vocabulary					
7	Asking unclear issues and questions					
8	Showing interest to discuss ideas in groups in detail					

APPENDIX-D

Interview

A. Teachers' Interview

1. Do you practice speaking where you can and when you can? If not, what do you think is the reason?
2. Do you think that your students have good knowledge and skill of speaking?
3. How do you evaluate your students' effort to improve their speaking skill?

B. Students' Interview

1. Do you practice speaking where you can and when you can? If not, what is the reason?
2. Do you think that your teachers have good knowledge and skill of speaking?
3. How do you evaluate your teachers' effort to help you improve your speaking skill, the speaking lessons and speaking activities found in your text book?