



**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF HUMANITIES, LANGUAGE STUDIES,**  
**JOURNALISM AND COMMUNICATION**  
**DEPARTMENT OF FOREIGN LANGUAGES AND**  
**LITERATURE**

**INVESTIGATION OF THE TEACHING OF SPEAKING SKILL IN  
GRADE EIGHT ENGLISH LANGUAGE TEACHING CLASSES:  
DAGMAWI BIRHAN PRIMARY SCHOOL IN FOCUS**

**BY: MORKI TESFA**

**JULY 2024**

**ADDIS ABABA, ETHIOPIA**



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SCHOOL IN FOCUS**

**BY: MORKI TESFA MAMO**  
**ADVISOR: BALEW BOGALE (DR)**

**A Thesis submitted to the department of foreign languages and  
literature in partial fulfillment of the requirements for the degree  
of Masters of Arts in English language Teaching (ELT)**

**JULY, 2024**  
**Addis Ababa, Ethiopia**

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## **ACRONYMS**

ELT- English language teaching

TTT- Teachers Talk Time

ESL- English as foreign language

CLT- communicative language teaching

CL- communicative language

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Lastly, but not least, I would like to forward my gratitude for Dagimawi Birhan primary school, teachers, administrators, students and societies for their support in data collecting time as well as in participating in my questionnaire, interview and classroom observation.

## **DECLARATION**

This thesis is my original work and has not been presented for a degree in any other Universities and that all sources of information used for the thesis have been fully acknowledged.

Name: Morki Tesfa

Signature: \_\_\_\_\_

Date of submission: July, 2024

Place: Addis Ababa University

## **ABSTRACT**

*The objective of this study was investigating the training of speaking skills of grade 8 students. The sample for the study consisted of 40 students from 161 of total class; the two English teachers of the targeted school were taken for interview and two classes for classroom Observation. In the process, three different kinds of data gathering instruments: students' questionnaire, teacher's interview and classroom observation were used. The students were selected by random sampling techniques for questionnaires whereas both the teachers for interview were selected purposely because, they are manageable in number. The results of the study indicated that most of the classes' times were covered by the teachers' explanation and discussion. In addition to this, the target teachers taught speaking skills without inviting all students, but do it with certain clever students rarely. The data also depicted that the teachers were seen using few uniform techniques rather than using various techniques selecting according to the topic and activities/situations. Generally, types of activities, large class size and unsuitability of the techniques are some of the challenges. The data identified that due to different circumstances, what hinders the teachers not to employ techniques of teaching speaking skills were large class size, lack of teaching and learning materials; this is because, Ethiopia was introduced new curriculum; therefore, learners' textbook and teacher guides are not available in hard copies. This causes the classes' chalk and talk everything comes from teachers. Moreover, Most of the obstacles which impeded teachers from applying various techniques of teaching speaking skills are students' lack of rich vocabulary and lack of experience of practicing speaking skills before.. The subject of study were asked solution to the existed teaching of speaking skill problem and responded that focus must be given for speaking skill equal to other language skills. English teachers have to enable their learners practice speaking by motivating them.. As a whole, it is vital for class sizes to be manageable in order to ensure that techniques of teaching speaking are implemented well.*

# CHAPTER ONE

## 1. INTRODUCTION

Language is a vehicle through which knowledge is transmitted from generation to generation. It is a communication means used in daily interaction. Along with its significance, the learning and teaching of English plays a special role to obtain success in developing the student's ability. One of the language skills needed to master a certain language is speaking. Nunan (1998, p. 39) states "mastering the art of speaking" as an important aspect of learning a language and speaking is also the most frequently used mode of communication to express opinions, make arguments, offer explanations, transmit information, and make impressions upon others.

Students need to speak well in their personal lives, future workplaces and political endeavors. They may have meetings to attend, presentations to make, discussions and arguments to participate in, and groups to work with. Similarly, Yang (2010, p. 339) argues that "the ability to maintain natural conversation in real working or daily life setting is undoubtedly the fundamental purpose of oral English training". Given this fact, there have been efforts made by scholars in the field to come up with a well-designed classroom teaching procedures and techniques to promote the learners' language skills development (Richards and Rodgers, 2001).

English is the language for International communications, diplomacy and transferring advanced technology. Speaking is an active and productive skill. It plays a great role in our day--to-day activities, if the students do not have good speaking experience, they will not develop their communicative skills. In connection with the teaching speaking skills, English teachers and the technique they apply in speaking classroom are decisive to reach the goal of learning and teaching speaking skills. In reference to this view, Brown (1987) argues that teacher should devise classroom methods and techniques that derive from comprehensive knowledge of the total process of language learning of what is happening within the learner and within the teacher and interaction between the two.

In other words, the technique of teaching speaking in class is an important factor and key element in the development of the students' speaking skills. Thus, speaking skills needs to be taught through well-designed procedures and selected techniques to enable students make use

of the target language appropriately at any grade level of education and enable them to face the era of globalization.

More importantly, in the teaching of speaking skills at elementary school level, it is mandatory to apply various techniques and practices in speaking skills taking into consideration that it has influence on the students' speaking development. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. With the training/practices of speaking skills to improve the students speaking skill is the duty of teachers.

According to Rivers (1981), students learn speaking by speaking. It seems to mean that students should be exposed to practice as their speaking skills develop by means of practice. Hence, developing a better teaching learning process by creating good atmosphere and providing the students an English teacher or else students will not be able to learn in a better way. This means, the students' inability to speak could be caused by the way the teachers teach speaking in speaking skills classes. In other words, the way speaking skill is taught could affect the academic achievement of learners at any level when teachers employ inappropriate pedagogical techniques.

Having this in mind, the researcher has aimed to investigate and describe the techniques English language teachers employ during speaking skills lesson in ELT classes of grade eight students. Therefore, this research will be conducted on grade eight students at Dagmawi Birhan primary school in focus to investigate the teaching of speaking skill.

## **1.1. Statement of the problem**

It is believed that speaking is the most natural way of learning a new language (River, 1989, p.110). It is recognized as critical for functioning in an English language context, both by teachers and by students. Its success is measured by producing and receiving information. In reference to teaching speaking, Richards & Lockhart (1994) specify that teaching speaking in traditional methodologies usually meant repeating after the teacher, memorizing a dialogue or responding to drills. But basically speaking is a productive skill and requires students to produce their ideas than reading what has been written down by another person. According to Byrne (1986), the main concern of language teachers is not to inform students about the language, but to develop their abilities to use the language for a variety of communicative purpose.

According to Luoma (2004), the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. In fact, it is a demanding task for language teachers to provide sufficient input for students to make them competent speakers of English. Despite its significance, nowadays, it seems that students of the above mentioned school face difficulty in using English particularly in speaking skills. Bygate (1987) stated that one of the main problems in foreign language teaching is to make learners be able to use the language. Thornbury (2005) identified that speaking represents a real challenge to most learners. This is strengthened by Bailey (2005) who found that language use is the challenge a student encounters in English speaking class. The researcher felt that the problem behind the students' inability to use the language and communicate probably lies on not teaching speaking skills but, on using appropriate techniques in speaking class.

Fauziati, (2002) stated that to develop student's speaking skill is the matter of filling the gap between linguistic expertise and teachers teaching methodology. Nunan (1991) also stated that it is important to have a clear understanding about the wide range of techniques and procedures through which oral ability can be developed. Therefore, it is the teacher's duty to identify the students' needs, levels and problems and teaching using different techniques to meet the goal of teaching speaking skills filling the gap between scholars' views and the practical application of techniques of teaching speaking skills so that students practice speaking in English.

In relation to speaking skills, many local researchers have been conducted a study at different times. For instance, Tsegaye (1995) has pointed out that the inappropriate learning strategies that the students apply put them in problems in using the target language effectively for oral communication. Hailu (2011) also conducted a study on the teaching of oral skills in English through communicative activities at Raya Timuga secondary school and stated that the teachers and students do not play their roles as stated by modern methods such as the communicative language learning and teaching. Likewise, Abdisa (2011) conducted a study on the practice of teaching speaking skills at Ayer Tena Secondary School and found that teachers do not play active role in developing speaking skills and they use the traditional approach.

According to Aman (2012), language instruction appears to have fallen short of its intended outcomes since students lack the language proficiency necessary to effectively express themselves in English. The majority of Ethiopian pupils have trouble speaking in English. English is used in the education system of the country beginning from grade one up to tertiary level. It is also offered as an independent field of study as stated in education and training policy of 1994 of the country. However, learners' speaking ability in English is low. This suggests that language teaching did not place much emphasis on speaking a language.

Amanuel (2015) also did research focusing on issues that have an impact on students' speaking abilities. Teachers predominated most of the classes. He emphasized that there are difficulties with teachers, such as negative attitudes towards teaching languages, a lack of education, and ineffective teaching methods. His study thus shared some similarities with the current study's descriptive research approach, which enables the use of a variety of techniques to gather data on the topic of speaking ability. He also conducted research on secondary schools in SNNP. The primary distinction is that the former study concentrated on the elements that influence students' speaking abilities. Thus, his study didn't focus on the extent to which the actual practices of speaking skill are take place. While the current research examines the actual teaching of speaking skill technique, moreover, it also focuses on the methods that teachers use to impart speaking in speaking sessions.

Firhuns' G/Michael (2015), conducted research on a comparative study on the teaching of speaking skill in private and government schools, and he claimed that while teachers in private schools separate spoken English instruction into a separate course, speaking skill instruction is not taken into account by teachers in government schools. He pointed out that

teachers often just let students remember dialogue from their texts, a conventional strategy that is not advised when trying to develop speaking skills. This makes it obvious that teachers use a variety of oral language teaching methods to increase learners' language ability rather than teaching speaking skills. Thus, Firhun's study and my study both examine the training of speaking skills and use descriptive research types that permit the use of a variety of information-gathering tools.

His research, however, differs from this study in that the current study focuses more on how speaking skills are taught in public schools while his research was on a comparative study on the teaching of speaking skill in both private and government schools. In order to discover the methods that teachers use in speaking lessons and provide remedies for the problems found, this study is looking into how speaking skills are taught.

In an effort to provide better possibilities for the teachers and pupils, he made the suggestion that teachers adapt materials for the goal of teaching speaking skills and that schools establish language laboratories. Otherwise, he did not discuss the manner that speaking ability is perceived in detail. In addition he didn't emphasize on how well learners practice speaking. Due to the numerous issues raised above, the researcher decided to base his investigation on the instruction provided and time allocated for practicing speaking skills by the teachers.

On the other hand, Feda Negesse (2002) studied how group projects were organized in spoken English II cases, with Adama and Jimma Teachers College as his primary research subjects. The findings of his study indicate that the instructor did not properly organize group projects that were intended to teach spoken English II. The study didn't seem to offer the pupils a supportive learning environment where they could practice speaking and hone their oral skills. This study and Feda's both use descriptive research designs to conduct their investigations into how people think about speaking skills. There is a significant difference between these studies, though. For instance, Feda's research on teachers' colleges focuses on just one approach of teaching spoken English. ; That was teaching through group work and its organization.

However, the current study will be done at the primary school level. Feda's research, in contrast, did not look closely at the methods being used to teach speaking skills. This is another attempt to start a study of how to teach speaking at this level. In order to fill the research gap and address the aforementioned issues of the learners' inability to use the target

language and as a means of suggesting solutions for the existing speaking issues, the researcher decided to conduct research on the teaching of speaking skill in grade eight ELT classes at Dagmawi birhan primary School with grade eight in focus.

In 2003, Lakachew Mulat performed a research at 10 government secondary schools in the West Gojjam and Bahir Dar special zone of the Amhara region on teachers' attitudes toward communicative language education and the practical issues with its implementation. The results showed that teachers generally have a positive (mildly favorable) attitude toward CLT. However, they identified a number of obstacles that prevent CLT from being successfully completed as intended. The current study and Lakachew's study are comparable in that both use descriptive survey designs that combine quantitative and qualitative methods. The two studies examine either CLT or speaking ability.

The study and this study have important differences as well. For instance, Lakachew's research, which was carried out at a secondary school in the Amhara region, was based on the actual use of CLT. More crucially, this study examines the teaching of speaking skills at Addis Ababa's elementary schools, specifically in the Addis Ketema sub-city. His study does not concern with implementation. This is what sets the present study apart from the earlier one. As a result of his investigation into teachers' attitudes about the aforementioned thesis topic, the current researcher set out to investigate how speaking skills are taught generally. Because other than examining teachers' attitudes toward communicative approaches, his study did not offer any suggestions regarding how speaking ability is thought of.

Teachers can utilize a balanced activities strategy that combines language intake, organized output, and communicative outputs to assist students acquire communicative efficiency in speaking (Nunan, 1989). (Parrot, 1993). According to Harmer (1998:52), teachers should have exposed children to the language, helped them comprehend its meaning and structure (how it is composed), and given them opportunities to practice it.

Therefore, teachers must use a different approach than they generally take when teaching other skills in order to encourage their students to communicate. Because of this, the researcher was motivated to explore the activities, techniques, and methods used by ELT teachers to address the current learners' speaking challenges, taking into account the potential effects the researcher's findings may have on the overall growth of the study. Generally, none of these studies has investigated the practice teaching speaking skill in the classrooms. They

did not see how well speaking skill is being taught and how well learners are able to practice. Hence, the above studies have not investigated the actual practice in the classrooms, because it was not their major concern. The present study is an attempt to fill this gap.

## **1.2. General objectives**

The general objective of the study is to investigate the teaching of speaking skill in grade eight ELT classes, Dagimawi Birhan primary school in focus.

## **1.3. Specific objectives**

More specifically, the study attempts:

To investigate the techniques employed by teachers in teaching speaking skill

To identify the strengths and weaknesses of these techniques, and

To suggest solutions to problems observed in the teaching of speaking skills.

## **1.4. Research question**

What techniques do the teachers employ in teaching speaking skill?

What are the strengths and weaknesses of techniques employed by the teachers in teaching of speaking skill?

What solutions could be suggested to the problems observed in the teaching of speaking skill?

## **1.5. Significance of the study**

This study's primary goal is to look into how speaking skills are taught in ELT classrooms at Dagmawi Birhan Primary School, with an emphasis on grade eight. The people who are concerned about the following issues may benefit from this study:

The curriculum designers can incorporate the key findings from the study and place emphasis on speaking skill by, for instance, expanding the content of speaking skill rather than grammar skill in the students' text books. Language teachers and researchers can further investigate speaking skill using this as a starting point. Additionally, it is anticipated that the results of this study will contribute to the method of teaching speaking abilities that the school's English teachers would use.

## **1.6. Scope of the Study**

The scope of speaking is broad and there are many complex issues that need to be considered and investigated, but this thesis focused only on the techniques of teaching speaking skills applied by English teachers in English classrooms at Dagimawi Birhan primary School. The study was delimited to grade eight English teachers and students who have been enrolled in the academic year 2022/2015 at the school which is found in Addis Ababa City Administration Addis Ketema Sub city. The school is found in woreda eight 03 kebele.

## **1.7. The study's limitations**

Failure to respond to the questionnaire, refusal to participate in an interview, and a lack of understanding of the language used in the research are among the problems that have affected the researcher. Additionally, the English teachers at the target grade level are not very interested in watching how they teach speaking. A few people also lost the courage to observe their class, answer questionnaires, and take part in interviews. It was possible to avoid but yet manage challenges when composing this paper. In spite of many obstacles in doing this research, the investigator made an effort to overcome these difficulties by using a variety of strategies.

## **1.8. The Study's Organization**

This paper consists of five chapters. Providing background information, a problem statement, the purpose of the study, research questions, significance, scope, constraints, and study organization, the first chapter acts as an introduction. The study's scope, limits, and organizational structure are all disclosed. The second chapter is a survey of relevant literature. The third chapter discusses the research design and methodology, which includes the design, setting, data sources, data collection instruments, and data analysis procedure. The fourth chapter includes a discussion and analysis. Chapter 5 concludes with recommendations, a summary, and conclusions.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

#### **2.1 INTRODUCTION**

This chapter, discussed review of related literatures. These were some of the literatures related to techniques in teaching speaking in English Language classroom. To achieve this, definition of speaking skills, the need for teaching speaking, how to teach speaking, the role of teaching speaking strategies, suggestions for teachers in teaching speaking, the role of students in learning speaking and several techniques of speaking. The techniques of teaching speaking such as discussion, stimulation, role play, narration, and some others were discussed. Therefore, the researcher referred the ideas from international researchers and local researchers. By comparing the authors' and researchers' ideas, the researcher had tried to address the gap between these researchers' and present study.

#### **2.2. Definition of Speaking**

Numerous definitions of speaking have been offered by various linguists. The following are some of the ones the researcher adopted. . According to Chaney (1998), (p.13).Speaking is the process of creating and exchanging meaning via the use of verbal and nonverbal symbols in various circumstances. Speaking is oral communication according to Byrne (1984). Huebner (1969) asserts that speaking is the primary skill in communication, but that understanding is a two-way process involving both productive and receptive skills. It requires that students possess both linguistic competence and sociolinguistic competence.

Linguistic competence refers to the knowledge of how to generate specific aspects of language, such as syntax, pronunciation, or vocabulary (Nunan, 1999, p.216). Brown, (2004), claims that speaking is the person's product of creative construction of linguistic strings. Generally, it is a means of interacting with people in different situations and also the resource through which people can orally reflect their identity, and culture, knowledge and so on.

#### **2.3. Importance of Speaking Skills**

As one of the language skills, speaking has an important contribution to human work. Its importance can be seen in people's daily activities. Ulas (2008) claims that speaking is the most common and important means of providing communication among human beings. The

key to successful communication is speaking nicely, efficiently and articulately, as well as effective projection. Furthermore, speaking is linked to success in life; as it occupies an important position both individually and socially (p.876). Fauziati (2010) points out that “mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measure in terms of ability to carry out a conversation in the language” (p.15).

Bygate1986, Harmer, 1991 & Nunan, 1998, pinpointed that speaking is a crucial component of learning a second language since effective and clear communication in the target language is essential for success in school and in later life. Speaking is therefore a crucial ability for engagement in this environment as well as in the classroom with pupils to process the teaching and learning process.

## **2.4. Aspects of Speaking**

### **2.4.1 Accuracy**

Accuracy includes using vocabulary, grammar, and pronunciation correctly. Accuracy is typically the main focus in regulated and guided activities, and the teacher emphasizes this through feedback Gower (1995, p.99) Accuracy is crucial while speaking, and teachers should urge their pupils to use language correctly. Teachers should not, however, place an excessive emphasis on accuracy since, if they do, children may never learn to feel comfortable speaking in front of others. He proposed that as a result, teachers should make it apparent to pupils in what areas and to what extent accuracy is anticipated for a certain activity (Ibid 1995, p.100).

### **2.4.2. Fluency**

Fluency is the capacity to continue speaking when speaking spontaneously, according to Gower et al (1995 p.100). Giving children the chance to speak is fluency's fundamental goal. In light of this viewpoint, Scrivener (2011) recommended that teachers cut back on their talking time (Teachers Talk Time, TTT) to provide students more time to speak (p.225). He further explained that if teachers correct students during a fluency task, it can break up the flow of speech. Students frequently find it difficult to continue speaking after receiving a correction, and other students in the class may become more hesitant to speak for fear of experiencing a similar interruption.

## **2.5. Goals and Concepts of Teaching Speaking Skills**

The ultimate purpose of speaking in English, according to Brown et al (1983), is to "allow learners to communicate their thoughts, ideas, and feelings via oral language to suit their needs." According to Cunningsworth (1998), language instruction should be designed to help students become proficient in using the target language for their own meaningful conversations (p.4). In general, the researcher comes to the conclusion that the purpose of language training, especially speaking, is to support students in using the target language to express their thoughts, feelings, needs, etc. Then, in order to reach this goal, teachers and students must look for and utilize more effective strategies that can foster engagement and give all pupils practice with advanced speaking abilities.

The researcher used the following strategy to teach speaking based on the opinions of numerous academics. According to Brown (1994), Harmer (1983), and Nunan (2003), teaching English as a second language (ESL) students how to speak in English involves teaching them how to produce English speech sound patterns and rhythm, how to choose the right words based on social contexts, audience situations, and subject matter, how to organize and use their thoughts in meaningful and social sequences, how to speak quickly and confidently with few unnatural pauses, and how to speak on a variety of topics (fluency).

Nunan (2003) states that learning speech sounds and patterns, sentence stress and intonation patterns, and how to use the appropriate words and sentences for a certain social setting, audience, scenario, and topic matter may also be included in teaching speaking. Furthermore, judgmental language use that is successful.

Similar to Cunningsworth (1984), who claims that language teaching should be done with the goal of enabling students to use the target language effectively for their own meaningful communications. (McDonough, 2003) emphasizes that speaking as a skill entails learners mastering a wide range of sub-skills that together make up the total competence in the spoken language, rather than speaking as the vocal output of written language.

As we can see from the statement above, teaching speaking by oral production of exercises (written language) is not possible because it necessitates that students have a firm grasp of language in a variety of situations (settings). Consequently, it would appear that a teacher must understand the meaning and method of teaching speaking. Moreover, Gebhard (2000), states that besides conversation and pronunciation concerns, the teaching of speaking should

focus on teaching students to comprehend spoken English. That is, the success to teach speaking is not only about how to ask students to speak, but it also about how to gain the language by listening. There are four things that students need to do with new language: be exposed to it, understand its meaning, understand its form (how it is constructed) and practice it (Harmer, 1998:52).

## **2.6. Significance of Teaching Speaking Skills**

Teaching speaking is very essential part of foreign language learning. Speaking is an essential component of second language learning and teaching, and it deserves the prime focus of attention (Brown and Yule 1983, Harmer 1984, Nunan, 2003). According to Brown (1994), teaching speaking needs high priority because of the following reasons: It is a complicated skill that embraces all the components of “communicative competence” it gives learners a high level of self-confidence, motivation for learning, and an appropriate training for real-life tasks.

Language learning is highly dependent on speaking and listening (i.e. speaking to teachers, to peers, to oneself, etc.); real communication requires attending to messages and reacting to them appropriately; a lot of speaking takes place in real life; this lends credence to the belief that teaching this skill is not just a fad, but it is a necessity; it provides learners with the opportunity to grow as effective world citizens; able to transmit, share and compare ideas, information and cultural patterns of different speakers (p.37). Nunan (2003) discussed that speaking is a very important part of second language learning because the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and later in life. The scholars add that it is essential in that teachers pay great attention to teach speaking rather than leading students to pure memorization.

## **2.7. Principles/ or Guidelines of Teaching Speaking**

The first principle is that, to make sure the teaching takes place in an intended way, it is critical to create a high level of motivation (Ur 1981, p.4). That is the key consideration in the determining the preparedness of learners to communicate. Motivation is the combination of effort plus desire to achieve the goal of learning plus favorable attitudes toward learning the language. So, effort alone does not signify motivation but it is the desire and the satisfaction in the activity that count (Nunan, 1999, p. 233).

In order to make students feel satisfied and have the desire to get involved in the lesson, teachers should do the following things. First, teachers use the instinct or experience, depending on the teacher's qualification, to choose interesting topics in order to draw students' attention and make inspiration. Productive skills cannot be developed beyond meaningful contexts. In addition, unreal contexts cannot help students get involved in such real life activities as job and academic settings (Green, 1995). Second, teachers can create interest in the topic by talking about the topic and by communicating enthusiasm.

Teachers can ask if anyone knows about the topic and can therefore tell the others about it before the activities start. In this way, students have chances to express their ideas meaningfully and teachers can exploit their previous knowledge to get them into the lesson. Third, motivation is raised in a lesson also by the fact that teachers help to create a relaxed, no anxious atmosphere which helps even weak and reluctant students. This can be done through some activities such as playing guessing games, doing the rehearsal in small groups before speaking in front of many people, or practicing speaking under the guidance of the teachers through drills, repetition, mechanical exercises first Harmer (1999, p.234-235).

In the case students feel fear of mistakes, teachers can encourage them to take risk and focus on content rather than form. Fourth, teachers should give appropriate level of difficulty, not too difficult or too easy for students may feel bored. And finally, teachers had better employ meaningful learning with meaningful activities relevant to the real life to get students to talk about themselves.

The second principle is, when students are motivated enough to get involved in the lesson, teachers should give them the maximum number of opportunities possible to practice the target language in meaningful contexts and situations which helps to facilities acquisition for all learners rather than grammatical explanation or linguistics analysis Nunan (1999, p.241). It is because learners must learn to develop the ability to use language to get things done in real life, outside the classroom.

In addition, Bailey in Nunan (2003) states that there are five principles for teaching speaking(p.54-56); (1) being aware of the differences between second language and foreign language learning contexts, (2) giving students practice with both fluency and accuracy, (3) provide opportunities for students to talk by using group work or pair work, and limiting teacher talk, (4) planning speaking tasks that involve negotiation for meaning, and (5) design

classroom activities that involve guidance and practice in both transactional and interactional speaking. From those statements, it concludes that before teaching speaking, a teacher should find the background of the students' needs and goals.

In the teaching of speaking, the teacher should focus on choosing the appropriate types of classroom speaking performance, designing speaking techniques, and paying attention on the learners how to motivate them in learning English. Students learn to speak by speaking (Rivers, 1981). Most scholars, for example, Brown and Yule (1981) believe that spoken language production, learning to talk in the foreign language, for the teacher to help students with practical problems and the teaching of the speaking skill is more demanding. Likewise, Klippel, (1984) says, "learning is more effective if the learners are actively involved in the process" (p.5).

## **2.8. Techniques of Teaching Speaking Skills**

"Technique is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well," (Anthony in Fauziati, 2009, p.17). Techniques are seen as "any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives" (Brown 2000:16). Thus, technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In other words, technique refers to classroom practices done by the teacher when presenting a language.

According to Doff (1989), using different tools and methods as well applying various approaches give the young learners the opportunity to increase their speaking competences as well as to improve their awareness of the language (p. 141). The teachers of young learners have to keep in mind that they teach children with various abilities, motivation, learning styles as well as expectations. That is why they should diversify their techniques and do as much as possible so that each student can find something to expand and grow. In addition, Lazaraton cited in Celce-

Murcia (2001) suggested some of the major types of speaking activities that are also applicable to the English classroom, such as discussions, speeches, role plays, conversations, audio taped oral dialogue journals and other accuracy based activities. He also suggested that the teacher can assign students to out-of-class learning activities, such as watching and/ or

listening to an English-language film, television show, or to an English- language film, television, or radio program. Nunan, (1991), states that it is important to have a clear understanding about the wide range of techniques and procedures through which oral ability can be developed (p.1).

### **2.9.1. Brainstorming**

At the beginning of a lesson or at giving information stage, the teacher can produce initiating/motivating ideas for the learners in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely.

### **2.9.2. Role play**

By demanding the usage of essential words that serve as signifiers of a certain scenario, this strategy is utilized as a vehicle by which students can more quickly acquire the principles of English discussions in particular situations (Stocker, 2006, p.1). According to Bygate (1987), role play requires participants to act largely as though they are outside of the classroom. Students may be asked to play roles such as a husband and wife, doctor and patient, teacher and student, father and child, shopkeeper and client, etc. Students will probably have the chance to express themselves freely and creatively in the language this way.

Prior to the role plays itself, role plays can be done from prepared scripts, generated from a collection of prompts and expression using knowledge learned from instruction or discussion of the speech act and its variations, or created from a series of prompts and expression (Stocker, 2000, p.34).

### **2.9.3. Simulations**

Harmer (1991) and Byrne (1987) have revealed that the purpose of simulation is to get students to interact or converse in meaningful situations that can generate a sense of authentic communication responsibilities or roles to act out in the class. Brown (1994) tries to distinguish the structure of role play and simulation. He explains that simulation has a bit complex structure as compared to role-play.

In simulations, the member of a group can be “6 to 20” students; in which, for example, the whole group may imagine that they are flying to south across the Pacific Ocean. Unfortunately, the plane crashes in the middle of the ocean, but, they do not sink yet. To survive, they have to use a boat that holds only limited items including them. So, the

members have to discuss and argue to decide on which items they have to take and which they have to leave from a given list.

#### **2.9.4. Dialogues/ Conversations**

Working with dialogues is a useful way to bridge the gap between guided practice and freer activities. Controlled dialogues can easily develop into freer work when the pupils are ready for it. Putting pupils into pairs for doing the dialogues is a simple way of organizing even large classes. Dialogues, which involve some sort of action or movement, are the ones which work best with the pupils. Intonation is terribly important too, and pupils love to play around with it (Scott et al, 1990, p.33). Likewise, Folland and Robertson (1979), state that "a conversation class is an important way for developing the speaking skill through situations which are stimulating and as realistic as possible" (p.12). Therefore, it needs carefully selected activities, methods and procedures both at lower and higher grades.

#### **2.9.5. Problem solving**

It is an instructional technique where teacher and learners attempt in a conscious, planned and purposeful effort to arrive at some solution. According to (Lee, 2000), problem based learning is derived from the "convection" that the learner is an active and creative individual with the will and ability to seek knowledge and self-development (p.85). In working with a problem, students can formulate hypothesis, gather relevant data, and organize the data to arrive at a conclusion. Here, the focus is on activities that are relevant and useful to the life of the learner than just learning by memorizing facts that may have no connection with the learners' life.

#### **2.9.6. Group Discussion**

Human being use the term group discussion or group work in different ways; but their central idea remains the same. For example, Todd (1997), Wallace (1991), Long (1990) & Bejerano (1987) refer to "group work (discussion)" as a form of language activity done by a group of students without a direct involvement of the teacher. This definition is general in that it subsumes all language learning tasks carried out by a group of students and the students are responsible for each other learning as well as their own.

### **2.9.7. Picture Description/Interpretation**

This exercise is built around a series of photos. Students are asked to use the criteria provided by the teacher as a rubric to narrate the story that is depicted in the sequential photos. The language or sentence patterns they must employ when narrating can be included in the rubrics (Staab, 1992). According to Atkins et al. (1995), picture interpreting is a method of employing photographs in speaking activities in which students are required to analyze a given picture with their partner, make interpretations, and develop a story based on it before delivering the story to the entire class. In other words, this practice is crucial to boosting classroom conversation and enhancing students' speaking abilities. Images are helpful for practicing new language and speaking skills in a controlled way.

### **2.9.8. Asking and Answering Questions**

The teacher asks students to look at something and ask and answer questions about it. It may be the picture of a room. The students can ask: What kind of room is it? How many chairs are there?

Doff (1990) believed that although the above mentioned activity provides useful language practice, it is often not interesting, because there is no real purpose in asking the questions, nor any need to listen to the answers. We can make the activity more interesting by hiding the information, either from all the students or from some students, so that there is something they need to find out.

### **2.9.9. Story telling**

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Brown and Yule (1983) explain that story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

### **2.9.10. Story completion**

According to Staab (1992), this is a very enjoyable, whole-class, free-speaking activities for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

### **2.9.11. Debate**

It is one of the effective speaking techniques/activities which encourage students to improve their communication skill. Ronald (1997) argued that debate is a way in which people take up position, pursue arguments, and expound on their opinions on a range or matters; with or without some sort of lead figure or chairperson (p.10).

### **2.9.12. Drama**

Drama is authentic; it can be used in real conversation, where students can express their emotions and ideas of their classmates (Aldavero, 2008). Among the numerous benefits of using dramatic techniques in a classroom, a lot of scholars (Dougill, 1987; Livingstone, 1985; Maley and Duff; Phillips, 2003) believe they are entertaining, fun, and useful to motivate students learning. Maley (1982) think that “skills activities draw on the natural ability of every person to imitate, mimic, and express himself or herself through gesture” (p.6).

### **2.9.13. Interview/class survey**

It is a technique which requires students to prepare interview questions in advance and to ask for the information they want to obtain from either their partners or other people outside the class. This helps them to exchange ideas by integrating their different skills. Interviewing involves talking and writing (Byrne, 1986). Moreover, students can interview each other and "introduce" his or her partner to the class. It can be done in different ways; therefore, guidelines are necessary for students to establish the way in which interviews should be conducted.

### **2.9.14. Acting from script**

This activity encourages students to act out scenes from plays or their course books, sometimes filming the result (Harmer, 2002, p.271). Students will often act out dialogues

they have written themselves. This frequently involves them in coming out to the front of the class.

### **2.9.15. Games**

Game based activities can involve practice of oral strategies such as describing, predicting, simplifying, and asking for feedback. Lee (1979) also says that games are enjoyable. By enjoyable he means games decrease burden and make learners ready to listen to language lessons. In addition, games must be meaningful, and all the classroom situation and organization must suit them. According to Bygate (1987) tasks such as “describe and arrange, describe and draw, find the differences, complete it, ask the right questions, who am I,” and the like are instances of communicative game tasks (p. 78). In these kinds of games students reason out why they decide to choose some of the things from others.

A good example of such game is “deserts land.” In these games, students are asked to put themselves imaginatively in certain desert island where only food and water are available to sustain life for about three months, students are again told that they cannot take more than a limited number of items from a given list. They choose the items according to the order of their importance. Finally, the students are involved to argue with other students in different groups, why they are going to do with them in the desert (Ibid).

### **2.9.16. Information-gap**

Information-gap activities, according to Prabhu (1987), Hedge (2000), and Nunan (1989), demand students to negotiate meanings rather than evaluate forms. In other words, a student might know something that another student does not. The material could pertain to regional concerns, individual experiences, families, cultures, traditional practices, etc. A student who has access to the material is required to sit with a student who does not and explain the concept to him or her.

The second student in this interactive process is not expected to just listen to what is being said as they are lacking the necessary knowledge. Instead, he must challenge by asking questions, requesting more explanation or repetition (for more comprehension), making comments, and making comparisons in his own language to bridge the gap. That is, he has to challenge by questioning, asking for repetition or clarification, (for more comprehensibility), commenting, comparing the information with his own related knowledge, etc.

### **2.9.17. Finding Similarities and Differences**

Another way to make use of pictures in speaking activity is making students work in pairs. Each couple is given two different pictures and participants in each pair are required to discuss and to find out as many similarities and differences as possible between their pictures and that of their partner in their pairs and they are required to report to the class (Byrne, 1987).

### **2.9.18. Reporting**

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

### **2.9.19. Playing cards**

In this game, students should form groups of four. Each suit will represent a topic. For instance:

Diamonds: Earning money Hearts: Love and relationships

Spades: An unforgettable memory Clubs: Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions: Is money important in your life? Why? What is the easiest way of earning money? What do you think about lottery? etc. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences (Staab, 1992).

## **2.10. The physical Classroom Organization**

Basically, communication between speaker and listener requires engagement. As a result, the students' seating arrangements in class have a significant role in the development of their speaking abilities. Exercise of teacher-student (TS) and student-student (SS) contact in classroom procedures is a crucial physical aspect that can significantly influence teaching and learning. Nunan (1989) asserts that when establishing classroom arrangements and settings,

one must take into account whether part or all of the activity will be completed outside of the classroom (p. 92-93).

Nunan (1985) makes a distinction between two distinct components of learning settings (p.93). He uses the terms "mode" and "environment" to describe them as follows: The learning mode describes whether the learner is working individually or in a group. When working one-on-one, is the student self-paced yet teacher-directed or self-directed? Is the task primarily for whole class, small group, or pair work if the learner is working in a group? Environment, which is closely related to mode, relates to the actual location of learning. The location could be a traditional classroom in a language school, a community class, an industrial or occupational setting, a self-access learning center, etc.

According to Stevens (1987), tasks that use the community as a resource have three distinct advantages: they give students the chance to engage in real-world interactions; they allow students to adopt communicative roles without the teacher acting as an intermediary; and they allow students to alter the teacher-student roles that are typically present in the classroom. According to the students, each classroom setting individual, pair, small group, or entire class—contributes to their ability to learn speaking skills (p. 171). The more collaboratively students work, the more effectively they learn speaking abilities (Nunan 1991: 15-16).

## **2.11. Ways Organizing Speaking Activities**

Different activities require various grouping configurations. The majority of organizational forms utilized in teaching speaking in social context are used to organize all of the activities. Whole-class instruction, pair and group work. A language learner's ability to communicate in a new language depends on the activities and interactions they are able to engage in. Language teachers' behavior in various activities changes depending on the nature of the activity. In other words, selecting a certain method of class organization depends on a variety of factors, including the activity, student level, individual traits, teacher, subject matter, and others.

Harmer (1992) calls for a balanced use of different groupings “in order to create positive learning for our students, not provoke negative reactions” (p.249). Then, developing speaking skills and the use of organizational forms; whole-class teaching, group work, and pair work play the leading role in this process. Richards and Lockhart (1999) and Harmer (1992), provides another name for the whole-class work, it is “lockstep” method. It is the class

grouping where all the students are working with the teacher, where all the students are “locked into” the same rhythm and pace, the same activity . . . where a teacher-controlled session is taking place (Harmer, 1992, p.243).

Harmer says that whole-class teaching is usual for “accurate reproduction stage” (e.g. drills, controlled conversation) with the teacher most often acting as controller or assessor, and is rather pessimistic about the use of the lockstep method for fluency communicative activities. Harmer notes down that lockstep is where the teacher acts as a controller, cannot be the ideal grouping for communicative work . . . Lockstep, in other words, involves too much teaching and too little learning (Harmer 1992, p.244).

Adrian Doff (1991) describes that in group work, the teacher divides the class into small groups to work together (usually four or five students in each group). As in pair work, all the groups work at the same time (p.138). According to the movement of learners during a group activity,

Harmer (1992) and Ur (1991) distinguish between flexible and fixed groups. While working in flexible groups, Harmer suggests that students start in set groups, and as an activity progresses the groups split up and reform; or they join together until the class is fully reformed (p.246).

There is a greater chance that at least one member of the group will be able to solve a problem when it arises, and working in groups is potentially more relaxing than working in pairs, for the latter puts a greater demand on the student’s ability to co-operate closely (Harmer 1992 p.245-246). Doff (1991) confirms that learners feel secure within the group where they create a part of a whole. There is a real chance that learners who would never say anything in a whole class activity participate at least partially during the group work (p.141). Ur (1991) agrees that group work provides some learners with confidence and courage: students, “who are shy of saying something in front of the whole class, or to the teacher, often find it much easier to express themselves in front of a small group of their peers” (p.7).

Richards and Lockhart (1999) say that group work is likely to increase the amount of student participation in the class and promote collaboration among learners; furthermore, learners are given a more active role in learning, teacher’s dominance over the class decreases, while the opportunities for individual student practice of new features of the target language increase (p.153). Doff(1991) agrees and claims that group work is likely to create such conditions, in

which learners help each other and are encouraged to share their ideas and knowledge (P. 141).

Byrne (1991) divides pair work into three kinds: “open pairs”, “fixed pairs”, and “flexible pairs”. “During “open” pair work, learners talk to one another across the class under the teacher’s control. While working in “fixed pairs”, learners work with the same partner in order to complete a task (for example, dialogue). Finally, working in “flexible” pairs presupposes that learners keep changing their partners (for example, interviewing other classmates). Similarly as with group work, Harmer (1992) claims that pair work increases the amount of learners’ practice, encourages co-operation, which is important for the atmosphere of the class and for the motivation it gives to learning with others, and enables learners to help each other to use and learn the language. In addition, the teacher is able to act as an assessor, prompter or resource, Harmer believes (p.224).

Byrne (1991) adds that pair work facilitates learners’ independence; and, moreover, sees pair work as an interaction similar to real-life language use. The learners can face and talk directly to one another, so it is much closer to the way we people use language outside the classroom (Byrne, 1991, p.31). The problem concerning noise and indiscipline during pair work depends, according to Harmer, on the task set by the teacher and teacher’s attitude during the activity.

(1992, p. 244). However, Ur (1991) strongly disagrees with the claim that the choice of activity influences the discipline and noise in the classroom and shifts the problem onto the teacher’s personality.

## **2.12. Roles of Teachers and Students in Speaking Class**

### **2.12.1. Roles of Students in Speaking Class**

Students are the major actors of the teaching- learning process in a language classroom. They actively engage in negotiating meaning. As Bygate (1987) cited in Nunan (1989), negotiating meaning refers to the skill of making sure the person you are speaking has correctly understood you and you have correctly understood them. Students learn to communicate by communicating.

They are responsible managers of their own learning since the teacher’s role is less dominant. Learners are responsible for conducting the interaction to its conclusion. Scharle and Szabo

(2000) point out that, autonomous learners are those who accept the idea that their own efforts are crucial to progress in learning language and behave accordingly. Hedge (2000) characterized autonomous learners as those who: Know their needs and work productively with the teacher towards the achievement of their objectives; learn both inside and outside the classroom; can take classroom based material and can build on it; know how to use resources independently, adjust their learning strategies when necessary to improve learning and manage and divide the time in learning properly (p.76).

### **2.12.2. Roles of the English Teachers in Speaking Class**

The teacher is a facilitator of learning, an organizer of learning opportunities, a resource person providing learners with feedback and encouragement, and a creator of the learning atmosphere and a learning space (Kohonen, et al, 2001, p.40). Jones states that "...the teacher becomes the controller, and controls the event in the same way as a traffic controller, helping the flow of traffic and avoiding bottlenecks, but not telling individuals which way to go" (Jones, 1982: 34).

Harmer (2007) said that teacher acts as a controller, prompter, participator, resource or as a tutor (p. 108).Freeman (1986) gives another division of roles of the teacher in practicing speaking activities. He calls the teacher a manager of classroom activities and his or her role is to promote speaking.

During communicative activities the teacher acts as a consultant because he or she offers advice, answers questions as well as provides unknown vocabulary. The author also describes a teacher as a conductor and a monitor because in this role the teacher explains what pupils are supposed to do and to practice as well as he or she checks wheatear they do it effectively. An organizer is also a role that ought to be fulfilled by the foreign language teacher. The teacher's role in a learning process is crucial while participating in the activity and also monitoring the students.

The teacher's less dominant role in communicative activities offers students an opportunity to be involved in conversation and improve their speaking skills and to be able to cope with real-life situations (Freeman, 1986, p.131). Nunan (1991) suggests that a number of factors should be considered in order to develop the speaking skills. He emphasizes the consideration of the size of the class, the arrangement of the classroom and the number of hours available for teaching the language. In addition to this he has written the role of the teacher as follows:

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

Furthermore, Nunan (Ibid) writes the role of the teacher at the presentation stage as informant selecting the new material to be learned and presenting this in such a way that the meaning of the new language is as clear and memorable as possible. The role of the learners in this stage is listening and trying to understand. He mentioned that the teacher is the center of the stage, presenting the new language item systematically in an attractive way. He also warns not to spend too much time presenting. At the practice stage, he assigns the teacher as the conductor and monitor. To him, at this stage it is the students who do most of the talking. The teacher's role is to devise and provide the maximum amount of practice (which is meaningful and memorable).

The teacher is there to monitor the performance of the learners. According to Nunan (1991) the role of the teacher at the production stage is to act as manager and guide/advisor. He has written his comment as follows:

*No real learning should be assumed to have taken place until the students are able to use the language for themselves, and unless opportunities are available for them to do outside the classroom, provision must be made as part of the lesson. At any level of attainment from elementary to advanced, the students need to be given regular and frequent opportunities to use language freely. Thus, in providing the students with activities for free expression and in discreetly watching over them as they carry them out, you take on the role of manager and guide (Nunan 1991:2).*

According to Breen and Candling (1980), the teacher has three main roles in the communicative classroom (p.89-112). The first is to act as facilitator of the communicative process; the second is to act as an observer and learner. The third is he acts as a manager. So, a teacher is expected to act as a/an informant, conductor, monitor, manager, guide/advisor, motivator, learner or follower.

In other words, to help students achieve some kind of communicative skill in the foreign language, real communicative situations have to be created (Klippel, 1984). The teacher

should support and develop the students' ability to use language communicatively over a range of situations (Brown and Yule, 1983).

Likewise, Ryan (2001) forwards some suggestions for English language teachers while teaching oral language. They are to provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge; try to involve each student in every speaking activity; for this aim, practice different ways of student participation; to reduce teacher speaking time in class while increasing student speaking time by stepping back and observing students; to indicate positive signs when commenting on a student's response; to ask eliciting questions and not to correct students' pronunciation mistakes very often while they are speaking.

### **2.13. Ways of Assessing Speaking Skills**

Assessment has its own techniques and time and shows the teacher's and student's performance. Underhill (1987) claims that teacher assessment can be carried out either on the spot or as a continuous assessment over a period of time (p. 27). In assessing speaking, the teacher uses a rating scale. For a spot judgment, he recommends that there might be specific situations described to help focus the mind. He suggests that a teacher assessment will be based on a long term exposure to the learner's language, in a variety of activities and situations as follows:

*In a continuous evaluation, the teacher's judgment is developed more gradually than suddenly. The teacher has in fact given a single item test each time a student performs a task in class. Contrary to a brief oral exam, the sum of all these tests' proficiency won't be affected by momentary personal changes like anxiety, illness, or weariness on a given day. A great cumulative oral test will be the teacher's meticulously maintained record of the student's daily oral performance (Underhill, 1987, p. 27).*

### **2.14. Ways of Giving Feedback to Learners**

Another important factor that must be included in this paper with reference to developing speaking skills is feedback. Teachers should refrain from overtly correcting students' errors when they are producing verbal responses, speaking in dialogues, or participating in conversations in classrooms where students are overly sensitive to teachers' feedback, according to (Kepner 1991; Semke 1984; Sheppard, 1992; Truscott 1996). Pica (1996)

reaffirmed that students' reactions to unfavorable criticism do not immediately change how they produce. However, in order to avoid obstructing the learners' attempts at communication, comments should be clear and extremely selected.

Truscott (1996) claimed that error correction should be altogether abandoned, stating some motives for such drastic action: (a) explicit error correction can be discouraging, (b) many teachers themselves are unable to completely understand students' mistakes and therefore should not attempt to fix them, c) it is nearly impossible for a teacher to adequately balance consistency with variation to account for their students' individual linguistic and affective needs because the effectiveness of different error correction techniques depends on certain characteristics of the individuals in a class. Therefore, the claim that learners cannot achieve the level of understandable speaking simply by receiving too much feedback could have been dropped. Hence, it could have been withdrawn that learners cannot reach the level of intelligible speaking simply by giving them too much feedback.

## **CHAPTER THREE**

### **3. RESEARCH METHODOLOGY**

The research technique and design are covered in this chapter. These include the research methodologies, the research design, the study location, the data source, the sample method, and the sampling size.

#### **3.1 Research Approach and Design**

The researcher combined quantitative and qualitative research methods for this study. A quantitative technique was utilized to collect data numerically or statistically in an effort to quantify the data. Additionally, a qualitative technique was utilized to gather data that enabled the researcher to define and explain the traits of the population or phenomenon under study. Moreover, when one research strategy is insufficient to handle the research problem or provide a response to the research questions, using these ways is advantageous. Furthermore, mixed approaches will be chosen since they integrate quantitative and qualitative methods; taking into account their differences and relationships, to obtain the essential and trustworthy data from complicated masses (Scrivenger, 1994).

#### **3.2 Research Design**

This study's design is descriptive because its primary goal is to look into how speaking skills are taught in ELT classrooms. This approach was used by the researcher mostly because he thinks it is appropriate and pertinent for the investigation. Additionally, the researcher believed that it would give him access to a variety of information-gathering instruments that would let him explicitly describe phenomena to prove their existence. This type of research uses a variety of methods to identify, define, or describe naturally occurring events without the need of experimentation (Silinger & Shahomy, 1989).

#### **3.3 The Research Setting**

With an emphasis on students in grade 8, the study was carried out in the Addis Abeba City Administration, Addis Ketema Sub-City, Woreda 8, 03 Kebele, and Dagmawi Birhan Primary School. The researcher chosen grade 8 students of over specified school. Hence any study hasn't conducted at this school; on grade eight students. In addition it's a place where the researcher has been taught four about 5 years. Amid this time the analyst recognized that the learners confer any message utilizing English dialect. Indeed thought the school organized the school English days; both learners and teachers couldn't regard that day to

communicate with each other using target dialect. The researcher too thought that these students' understudies can talk English exceptionally well as they have started learning English at infant ages. But he found that they couldn't do as expected from them. Therefore the researcher pointed to conduct the study at this school with an emphasis on students in grade eight.

### **3.4 Sampling Techniques**

The researcher used a random sampling strategy to choose samples from the students for this investigation. Because the target population has an identical chance of being chosen using the simple random sampling procedure, Bailey (1994). Prior to choosing samples, the researcher will intends to conduct a study at the school on the chosen topic and those grades first inform the school's director and English teachers of the target grades that he is going to conduct the study.

He will also discuss with them how he can get in touch with the students in the target grades. With their permission, the researcher was approached all students and advise them of his goal while asking them to provide him with data. The researcher then informs them that he will select some of them randomly by lottery method by getting them to draw the rolled papers on which the researcher wrote 1 and 0 in deciding the students who take 1 will be selected and who take 0 will not be selected for giving the necessary data.

As a result, 40 students were chosen at random from both parts of the class of 161 grade 8 pupils to participate in the study and complete the questionnaire. Both of the English teachers assigned to teach grade 8 English in this school would have been purposefully chosen for the interview because of their manageable numbers. Each person in the population must have an equal probability of being chosen, according to Brown (2001), which lessens the impact of prejudice and improves objectivity (p.72). Both sections were observed; each undergone two observations in the classroom.

### **3.5 Sample/Source of Data**

The target school's students and English teachers in eighth grade served as the primary sources of data. We shall chose the school and grade level for some justifications. First and foremost, it was picked since that is where the researcher carefully examined the problem. Since English is used as the primary language of instruction for grades seven and eight at this particular school, the researcher has been teaching English there for five years. While doing

so, the researcher noticed that students struggle to express what they want to say and ask any challenging questions. They can't even make introductions in English. Second, it is the stage where the pupils lay the foundation for preparing for subsequent lessons. Thirdly, because speaking is such an important component of academic success at the high school and university levels, the students' speaking abilities at this level pave the path for that success. Primary school is often where attention is supposed to be given for speaking skills to get pupils experience using various strategies and make them significantly more competent speakers.

### **3.6 Instruments of Data Collection**

Since it is advantageous to prevent the inadequacies of a single method, the researcher in this study was triangulated the data using three different tools to assess its dependability. Neumann (2000) noted that triangulation involves combining qualitative and quantitative data collection techniques (p.125). As a result, a questionnaire, classroom observations, and interviews were used to gather the data.

#### **3.6.1 Questionnaire**

It uses to describe the gathered data numerically. According to Cohen et al., (2000), a questionnaire is a widely utilized and useful instrument for data collection providing structured and mostly numerical information (p.245). The researcher were prepared questions composed of yes/no items and others design in a Likert scale and respondents would have been asked to strongly agree, agree, agree a little, disagree, or strongly disagree and to indicate their response to the items.

The questionnaire is concerned with identifying the techniques of teaching speaking skills implemented in speaking sessions. The questionnaires have been administered to the students in the presence of the researcher in order to explain items in advance which are not clear to the students. All of the chosen students have been participated in filling the questionnaire.

Using questionnaire is favored for some major reasons. First, it helps to collect ample information quickly which can be processed without much difficulty. Secondly, it can be used successfully with a variety of people in a variety of situations targeting a variety of topics. Thirdly, using a questionnaire allows shy students largely unused to voicing their own opinions to respond without embarrassment and in anonymity (Dornyei, 2003). Therefore, the researcher has chosen questionnaire as a primary tool for this study.

### **3.6.2 Interview**

For the study, the interview was conducted with two English teachers in order to elicit detailed information and to raise different issues that might not be addressed through the other tools. This interview helps the researcher to obtain specific information which can be compared and contrasted with information gained through other data collecting tools. The use of this tool as an instrument permits to get information in depth, free response and flexibility that cannot be obtained by other procedures and to obtain information by actually talking to the subject (Silinger & Shohamy, 1989; McDonough & Shaw, 1993).

Items for the interview most dominantly focused on classroom teachers' practice of implementation of techniques of teaching speaking skills. Nonetheless, additionally, the researcher will ask some questions to identify if there is obstacle that hinder them from applying the techniques of teaching speaking skills. Here, the researcher was discussed with the teachers, prior to the interview sessions, in order to ask their willingness to be available for interviews. After that, the interview was conducted.

### **3.6.3 Classroom Observation**

This tool was employed to gather data in the classroom. The researcher was employed this tool to have the actual technique of teaching speaking skills in speaking classes in depth which interview and questionnaire may not reach. In the process of observing classroom, the teachers whose classrooms are going to be observed are informed in advance and asked about their willingness before the observation is conducted. After that, the researcher were asked for their schedule of speaking lesson and arranged to observe their classroom during speaking skills lessons.

Accordingly, the researcher was observed the class two times each by adjusting the time according to the teachers' lesson plan using the structured classroom observation checklist. Morrison (2000) says, "Observation is a useful tool for providing direct information about language and language learning, and it is the best data collecting technique for gaining insight into the subject in a natural environment"(p.33).

## **3.7 Limitation of the study**

Several problems have been occurring as it is an academic research. Lack of willing to respond the questionnaire, unwillingness to participate in interview, lack of understanding the language in which the research is conducted is the problems those have affected the

researcher. Furthermore, some of the selected English teachers of Dagimawi Birhan not fully interested to observe their techniques of teaching. Others also lost confidence to give information /participating in questionnaire, interview, and to observe their class. The researcher is also too busy by teaching students to collect data, therefore shortage of time is another challenge the researcher faced during data collection.

Throughout conducting this paper, challenging is something an avoidable, but possible to overcome. Even if there were some problems in conducting this research, the researcher had used different techniques to solve the problems and tried to overcome these problems.

### **3.8 Methods of data Analysis**

After collecting the data through different instruments, the researcher analyzed the data. The data obtained through the questionnaire were organized under similar category and analyzed quantitatively by using tabular method and frequency. But the data gained through interviews and classroom observations were analyzed qualitatively. For this reason, both quantitative and qualitative methods of analysis were used.

The presentation of the analysis followed the order in which the items were presented in each tools. While analyzing the data, the researcher integrated points that were generated through the given tools and the data induced interpretation to reach on the relevant conclusions. Such process of organizing and analyzing the data helped the researcher to develop and understand how each point was connected to each other. Besides, interpretations were also given after each analyzed item. Finally, based on the analysis of the data, the researcher tried to summarize the research findings, draw conclusions from the findings and suggest a few recommendations.

## CHAPTER FOUR

### 4. PRESENTATION AND ANALYSIS OF DATA

The relevant information was collected using three methods: questionnaire, interview, and classroom observation in order to meet the study's objectives and seek solutions to the research questions posed in the first chapter of this thesis. Three research issues concerning the examination of the instruction of speaking skill in grade eight of Dagmawi Birhan primary school were explained in this study (see chapter one). The results are then discussed after the data analyses. There are three main groups that make up the conclusion. The first section is dedicated to the analysis and discussion of the survey's findings from the students. Statistical methods like percentage and frequency were applied during the analysis. The findings of the teacher interview are covered in the second section and the third section talks about the result of the classroom observation.

#### 4.1 Data from the Students' questionnaire

**Table 1. Students' response to the questions related to identifying whether the teacher's practice teaching speaking skill or not.**

No	Does your teacher practice teaching speaking skills in speaking classes?	Alternatives	Frequency	Percentage
1		Yes	16	40%
		No	24	60%

Table 1 demonstrates whether teachers require speaking practice during speaking sessions. The following table makes it obvious that 16 students (or 40%) reported practicing their speaking abilities, in contrast to the 24 students (or 60%) who said they did not. According to evidence gathered from classroom observations, teachers only encourage intelligent pupils to speak up in class. The results of the interview indicate that teachers require practice from their students. Therefore, it provides us with clear evidence that speaking practice is scarce. Rivers (1981) asserts that pupils learn to communicate through speaking in connection to the outcome. Therefore, it is clear from this that the teacher did not play a crucial role in encouraging pupils to improve their speaking abilities.

**Table 2. Students' response to the question on the teachers' ways of getting students practice speaking.**

NO	Items	Alternatives	Frequency	Percentage
2	How does your teacher get you practice speaking skills in speaking classes most of the time?	In group	12	30
		In pairs	10	25
		At individual	6	15
		In whole class	13	32.5

According to table 2, 13 (32.5%), 12 (30%), 10 (25%) and 6 (15%) of the respondents said that they practice individually, in groups, in pairs, and/or as a whole. While data from interviews reveals that they practice in small groups, data from classroom observations implies that they practice as a collective. They probably practice in its entirety, then. In light of the findings, Harmer (1992) adds that whole-class instruction and activities, in which the instructor serves as a controller, cannot be the ideal setting for communicative work because they entail too much teaching and insufficient learning (p. 244).

**Table 3. Students response to the questions related to the technique that most efficiently make them speaks in speaking classes.**

NO	Items	Response/Alternative	Frequency	Percentage
3	Which is the most efficient technique in making you practice speaking skills?	Conversation	26	65
		Debate	5	12.5
		Drama	4	10
		Brainstorming	5	12.5

Compared to the table above, 26 (or 65%) of the students said that practicing speaking through conversation was the most effective method for teaching them how to talk. As seen in the chart above, discussion, drama, and brainstorming are ineffective methods for practicing speaking, according to 5 (12.5%) and 4 (10%) of them, respectively. However, based on the information gained through interviews, the teacher prefers argument because it is the most effective method for enhancing students' speaking abilities. Doff (1989) made the following suggestion in response to this: "Utilizing various tools and methods as well as putting various approaches to use gives the young learners the opportunity to increase their speaking competences as well as to improve their awareness of the language" (p. 141). The

teachers of young learners have to keep in mind that they teach children with various abilities, motivation, learning styles as well as expectations. That is why they should diversify their techniques and do as much as possible so that each student can find something to expand and grow.

**Table 4. Responses of students to the question related to the frequency the teachers’ get them practice speaking.**

NO	Items	Response/Alternative	Frequency	Percentage
4	How often does your teacher practice teaching speaking skills in speaking classes?	Always	-----	-----
		Usually	-----	-----
		Sometimes	4	10
		Rarely	28	70
		Never	8	20

According to the above-mentioned table, the majority of students (28 or 70%) indicated that they rarely practice speaking skills, whereas 4 students (10%) said they occasionally do so and 8 students (20%) said they never do. They rarely practice speaking, according to the same conclusion drawn from classroom observation. Evidence from interviews showed that teachers occasionally sought to get students to practice, in contrast to evidence from classroom observations and student questionnaires.

It is possible to get the conclusion that they hardly ever speak to one another. Furthermore, a large percentage of pupils in table 1 stated that their teachers do not encourage them to exercise their speaking abilities. Considering that the pupils don't typically practice using the target language, they may not be able to use the target language and develop their speaking skills. Thus the classroom observation and interview also depicted that the focus is given more for grammar part because, the attempt of the learner is to pass the regional exams; Rather than developing their speaking skill.

**Table 5. Responses of students' to the question related to weather the teacher start classes in natural way or not.**

NO	Item	Response	Frequency	Percentage
5	In teaching speaking skill, your teacher follows the stages of teaching and learning process like introduction, presentation and conclusion during teaching speaking skills lessons.	Strongly Agree	2	5%
		Agree	7	17.5%
		Agree A little	8	20%
		Disagree	14	35%
		Strongly disagree	9	22.5%

From the table above it can be conclude that 22.5% of students' and 35% of them are responded that the teacher do not start the lesson in natural way respectively. On the other hand 20% of the learners agree a little, 17.5% of the teacher begin the lesson as expected from them. The data also indicate that one teacher begin the lesson in a natural way. From the above data we can understand that one of teachers do not follow the stages of teaching and learning process to teach speaking skills. In order to make students feel satisfied and have the desire to get involved in the lesson, teachers should do the following things. First, teachers use the instinct or experience, depending on the teacher's qualification, to choose interesting topics in order to draw students' attention and make inspiration. Second, teachers can create interest in the topic by talking about the topic and by communicating enthusiasm. (Green, 1995).

**Table 6. Student's responses related to the techniques of teaching speaking skills employed in speaking class.**

No	How often does your teacher employ the following speaking skills teaching techniques in speaking classes?	Frequency distribution									
		Always		Usually		Sometimes		Rarely		Never	
		Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
1	Brainstorming	---	---	--	--	--	--	3	7.5%	37	92.5%
2	Dialogues/conversation	--	--	7	17.5%	24	60%	9	22.5%	--	--
3	Discussions	31	77.5	7	17.5	2	5%	--	--	--	--
4	Answering and questions	--	--	--	--	32	80%	6	15%	2	5%
5	Debates	--	--	--	--	--	--	--	--	40	100%
6	Dramas	--	--	--	--	--	--	--	--	40	100%
7	Find difference	--	--	--	--	--	--	28	70%	12	30%
8	Role play	--	--	--	--	--	--	--	--	40	100%
9	Simulations	--	--	--	--	--	--	--	--	40	100%
10	Picture descriptions	--	--	--	--	27	67.5%	11	27.5%	2	5%
11	Narrating the stories	--	--	--	--	--	--	--	--	40	100%
12	Interviews	--	--	--	--	--	--	--	--	40	100%
13	Reconstructing the story sequence	--	--	--	--	--	--	6	15%	34	85%
14	Problem solving	--	--	--	--	--	--	6	15%	34	85%
15	Information gap	--	--	--	--	--	--	18	45%	22	55%
16	Guessing game	--	--	--	--	--	--	--	--	40	100%
17	Reporting	--	--	--	--	--	--	--	--	40	100%
18	Playing cards	--	--	--	--	--	--	--	--	40	100%
19	Acting from script	--	--	--	--	--	--	--	--	40	100%

The table above shows the techniques of teaching speaking English teachers of the target school applied. As it could be clear from the table above that more than half of the students (24or60%) answered that dialogues/conversation technique was used in their classrooms sometimes. But, 7(17.5%) of the students responded that it is usually used; on the other hand, 9 (22.5%) replied that it is rarely used. The data from other tools (classroom observations)

ensured that dialogues are employed in classroom sometimes. For example, the teachers used it during the classroom observation sessions (see Appendix B). Besides, the data from the teachers' interview depicted a similar result. That means, they reported that they apply it sometimes.

Regarding practicing through discussion, about (31 or 77.5%) of the respondents replied that the teachers employ it most of the time. But, a few of the students (7 or 17.5%) and 2(5%) reported that the teachers sometimes and rarely used it respectively. The data from the class observations and interview revealed that the teachers were seen using it mostly in speaking classroom. According to the data, it is the dominant/common way of teaching speaking skills.

Concerning brainstorming, role play, debate, simulation, drama, interviews, playing cards, guessing games, narrating the story, reporting and acting from scripts, all of the students responded that the teacher never used it. Likewise the data obtained from classroom observation revealed that the teacher do not use them in speaking skills periods. However, even though the data from classroom observation and students questionnaire showed that brainstorming and interviews were never applied, the data from teachers' interview indicated that they were implemented. The obtained data contradicts. This data indicates that they are most probably not implemented. But, Stocker, 2006; Ronald, 1997; Harmer, 1991 & 2000; lee, 2000; Brown and Yule, 1983; Staab; Byrne, 1987 and Hedge, 2000, stated that they are some means of practicing speaking skills.

As far as reconstructing story sequence is concerned, 34 (85%) of the respondents reported that this techniques is never implemented while 6 (15%) responded that it is rarely used in classes. None of them responded whether they used always or usually during speaking lessons. In addition to this, this technique was not seen implemented in speaking classes during the observation. This implies that it is almost never implemented. About finding differences, more than half (28 or 70%) of the respondents responded that it is implemented rarely.

However, 12(30%) of them responded that it is never used. The data from other tools (classroom observations, interviews) also indicated that this technique is used rarely even though a few number of interviewees expressed that it is sometimes used. For example, one of the teachers from the selected grades was seen using it during classroom observation sessions

With respect to applying picture descriptions, more than half of the respondents (27 or 67.5%) replied that it is used sometimes, 11(27.5%) of them reported that it is used rarely but 2(5%) of them answered that it is never used. All the other data gathering instruments also showed similar results. It means, both the teachers and students including classroom observation reported that it is one of the occasionally used techniques. This response conveys that describing picture technique is applied sometimes.

Regarding problem solving implementation, it was reported that it is never used by more than half of the respondents (34 or 85%), but 6 (15%) responded that it is used rarely. It is understood from classroom observation that it is never applied but according to the teachers' interview, it is used rarely to teach speaking skills in speaking classes. It could be concluded that it is used but rarely.

Concerning information gap technique, the majority of the students (18 or 45%) responded that it is rarely used. However, 22 (55%) of the respondents answered that it is never implemented. As it was seen during classroom observation, this technique is implemented in speaking class by doing some activities provided in the student's book. The data obtained through interview also showed a similar result. The interviewees expressed/witnessed that it is used in speaking skills classes to get students practice speaking through information techniques, though not most of the time.

Generally, as revealed by the data, the majority of the students answered that teachers use discussion most of the time, dialogues/conversation and picture descriptions sometimes. But information gap and find difference are rarely applied whereas reconstructing story sequence and problem solving are seldom implemented. However, brainstorming, role play, debate, simulation, drama, interviews, playing cards, guessing games, narrating the story, reporting and acting from scripts are never implemented in speaking classes. In short, discussion is the dominant technique used in spoken classroom. This indicates that teachers did not consider the balanced activities approach recommended by Parrott (1993: 201) to develop the fluency of their learners.

Doff(1989) also suggested that using different tools and methods as well as applying various approaches give the young learners the opportunity to increase their speaking competences as well as to improve their awareness of the language (p. 141). It is possible to say that there is great gap between what is practiced in speaking class and scholars' point of view. Evidently,

the teachers use certain and static techniques through which students practice speaking in speaking classes.

**Table 7. Responses of students to the question related to strength and weaknesses of techniques employed in classroom teaching and learning speaking classes.**

NO	Do you favor when your teacher employ the following techniques in teaching speaking skills in English classes?	SA		A		AL		DA		SD	
		fr	per	fr	per	fr	Per	fr	per	fr	per
1	Brainstorming	-	--	--	--	35	(87.5%)	5	12.5%	--	--
2	Dialogues/conversation	6	15%	26	65%	5	12.5%	3	7.5%	--	--
3	Discussions	-	--	27	67.5%	--	--	--	--	12	32.5%
4	Answering and questions	-	--	6	15%	30	75%	4	10%	--	--
5	Debates	-	--	--	--	--	5	12.5%	--	35	87.5%
6	Dramas	-	--	--	--	--	--	--	--	40	100%
7	Find difference	-	--	--	--	--	--	--	--	40	100%
8	Role play	-	--	--	--	--	--	--	--	40	100%
9	Simulations	-	--	--	--	--	--	--	--	40	100%
10	Picture descriptions			31	77.5	9	22.5%	--	--	--	--
11	Narrating the stories	-	--	--	--	--	--	--	--	40	100%
12	Interviews	-	--	18	45%	22	55%	--	--	--	--
13	Reconstructing the story sequence	-	--	--	--	--	--	--	--	40	100%
14	Problem solving	-	--	--	--	--	--	40	100%	--	--
15	Information gap	-	--	--	--	29	72.5%	11	27.5%	--	--
16	Guessing game	-	--	--	--	--	--	40	100%	--	--
17	Reporting	-	--	--	--	--	--	--	--	40	100%
18	Playing cards	-	--	--	--	--	--	40	100%	--	--
19	Acting from script	-	--	--	--	--	--	40	100%	--	--

Table 7 As seen from the table above, 35 people (87.5%) are somewhat in favor of learning through the brainstorming technique, but just 5 people (12.5%) are against it. The information above indicates that when a teacher uses this strategy, students may be intrigued. It is understandable if the professors don't use it frequently, though. The data also reveals that only 3 (7.50%) respondents disagreed, whereas 6 (15%), 26(65%), and 5(12.5) respondents said that they strongly agreed, agreed, and somewhat agreed with the statement. From this, it can be inferred that the majority of students prefer dialogue or conversation tactics over all other types of speaking instruction.

When it comes to this, Folland and Robertson state that "a conversation class is an important way for developing the speaking skill through situations which are stimulating and as realistic as possible" (p.12). Therefore, it needs carefully selected activities, methods and procedures both at lower and higher grades.

Discover that 27 (67.5%) of the respondents agree somewhat based on the data in the table. However, 13 of them (32.5%) strongly disagree with the use of the discussion method. This implies that students are reluctant to communicate in English during speaking class. Because they may be required to speak in the target language by the teacher, but the learners are frightened they will make a mistake and the other students will make fun of them. On the basis of this, Todd (1997), Wallace (1991), Long (1990), and Bejerano (1987) refer to "group work (discussion)" as a type of linguistic activity carried out by a group of students without the teacher's direct involvement.

This definition is broad because it includes any language learning activities done by a group of students for which they are accountable. On the other hand, research gathered through interview and classroom observation reveals that learners switch to their home tongue rather than using the target language. According to an interview with the teacher, the student has adapted to routinely converse in their own tongue. The issue was discovered by the researcher during classroom observation time. And they express their opinions in Amharic rather than English, while just a few students participate in the conversation using the language of teaching.

6(15%), 30(75%), and 4(10%) of the respondents responded agree, agree a little and disagree respectively. This tells that the teacher employ this technique most of the time however, some students have no willing when the teacher implement it. Concerning this idea, Doff (1990)

believed that although teaching through answering and questioning activity provides useful language practice, it is often not interesting, because there is no real purpose in asking the questions, nor any need to listen to the answers. We can make the activity more interesting by hiding the information, either from all the students or from some students, so that there is something they need to find out.

About 87.5% of the respondents do not have interest learning through debate when it employ by the teacher and 5(12.5% of them strongly disagree. From this it could be understood that the learners face challenge when they undertake the debate because they cannot produce words in English and the teacher may obliged them to speak by the medium of instruction. Regarding this, Ronald (1997) argued that debate is a way in which people take up position, pursue arguments, and expound on their opinions on a range or matters; with or without some sort of lead figure or chairperson (p.10).

As the data in the above table depict, 100% of the respondents strongly disagree to the learning through drams, find differences, role play and simulations. This indicates that these techniques are totally not implementing during speaking skill session. But, among the numerous benefits of using dramatic techniques in a classroom, a lot of scholars (Dougill, 1987; Livingstone, 1985; Maley and Duff; Phillips, 2003) believe they are entertaining, fun, and useful to motivate students learning. According to (Lee, 2000), problem based learning is derived from the ‘‘convection’’ that the learner is an active and creative individual with the will and ability to seek knowledge and self-development (p.85).

Regarding role play technique, Bygate (1987), state that in role play, the participants are made to pretend mostly as if they were outside the classroom environment; students may for example, be made to play the role of a husband and wife, the role of a doctor and patient, teacher-students, father-child, shopkeeper-customer, etc. In this way, students are likely to get the opportunity to use the language creatively and freely for communication. On the other hand,

Harmer (1991) and Byrne (1987) have revealed that the purpose of simulation is to get students to interact or converse in meaningful situations that can generate a sense of authentic communication responsibilities or roles to act out in the class.

31(77.5%) and 9(22.5%) of the respondents responded agree and agree a little respectively.

This shows that learners were favor learning by picture description. This might enable them to say something by looking at the given picture. From this it could understood that this kind of technique is more preferable when compared to answering and questioning learning technique. Regarding this , Atkins et al. (1995), picture interpreting is a method of employing photographs in speaking activities in which students are required to analyze a given picture with their partner, make interpretations, and develop a story based on it before delivering the story to the entire class. In other words, this practice is crucial to boosting classroom conversation and enhancing students' speaking abilities.

40(100%) of the respondents disagree and strongly disagree respectively to the narrating the story, Reconstructing the story sequence, Problem solving and Guessing game. From this we can realize that the teacher not at all implement these techniques; because they didn't show interest in all in all. According to (Lee, 2000), problem based learning is derived from the “convection” that the learner is an active and creative individual with the will and ability to seek knowledge and self-development (p.85). Lee (1979) also says that games are enjoyable. By enjoyable he means games decrease burden and make learners ready to listen to language lessons. But according to the data in the table students had no interest while the teacher attempts to let them to practice it.

Regarding Information gap, 29(72.5%) of students agree a little and 11(27.5%) of them were Disagree. According to the information in the table the learners might be face challenge when their teacher let them to practice speaking skill. From the table above 100% of the respondents disagreed to learn through reporting technique. As the data gathered through interview indicates, the learners have no interest when they asked to discuss on the given topic and report to the class.

On the other hand, the researcher identified this problem during classroom observation. On this regard, Brown and Yule, 1983) state that, before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Likewise, 100% of the respondents disagree to the question about the acceptance of the implementation of playing cards and acting from script. This shows that the learners were

not want to learn speaking skill by these techniques. On this issue, Harmer, 2002, p.271 stated that

This activity encourages students to act out scenes from plays or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

Table 8. Student's response on the questions related to the appropriateness of the techniques

1	The technique/s your teacher use to teach speaking skills is/are appropriate for the speaking lessons?	SA		A		AL		DA		SD	
		Fre	Per	Fre	per	Fre	per	Fre	Per	Fre	per
		--	--	--	--	19	47.5%	21	52.5%	--	--

As the data in the above table shows, 19(47.5%) agree little but, 21(52.5%) disagree to the appropriateness of the techniques being employed by the teacher. From this data it can be easily understood that majority of the techniques were not appropriate to them. Regarding this Brown 2000 p16 Techniques are seen as "any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives."

**Table 9. Student's response to the question on successfulness in speaking skills by practicing speaking; using the techniques the teacher usually use.**

No	You are successful in speaking skills by practicing speaking; using the techniques your teacher usually use	SA		A		AL		DA		SD	
		F	p	f	p	F	P	f	p	f	P
1		-	-	--	--	18	45%	22	55%	--	--

According to the information in the table above, 18(45%) of the respondents responded agree little while 22(55%) of them are disagree; this means majority of them were not successful in speaking in English due to the teachers' uses of unsuitable technique in speaking sessions. Regarding these, (Anthony in Fauziati, 2009, p.17), States that "Technique is a particular trick, strategy or contrivance used to accomplish an immediate objective. Technique must be

consistent with a method, and therefore in harmony with an approach as well. From this it could be concluded that techniques that the teachers' use might not be participatory techniques or learners were not interested learning with that techniques.

**Table 10. The students' response to the Questions Related to the Effectiveness of the Techniques of Teaching Speaking Skills the Teachers Employed during Speaking Skills Lessons.**

No	Do you interest learning speaking skills when the following techniques are employed by your teacher during speaking skills classes?	SA		A		AL		DA		SD	
		Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
1	Brainstorming	--	-	--	--	--	--	--	--	40	100%
2	Dialogues/conversation	--	-	24	60%	10	25%	6	15%	--	--
3	Discussions			19	47.5%	18	45%	--	--	3	7.5%
4	Answering and questions	--	-	--	--	40	100%	--	--	--	--
5	Debates	--	-	--	--	--	--	--	--	40	100%
6	Dramas	--	-	--	--	--	--	--	--	40	100%
7	Find difference	--	-	--	--	--	--	--	--	40	100%
8	Role play	--	-	--	--	--	--	--	--	40	100%
9	Simulations	--	-	--	--	--	--	--	--	40	100%
10	Picture descriptions			23	57.5%	17	42.5%	--	--	--	--
11	Narrating the stories	--	-	--	--	--	--	--	--	40	100%
12	Interviews	--	-	4	10%	8	20%	28	70%	--	--
13	Reconstructing the story sequence	--	-	--	--	--	--	--	--	40	100%
14	Problem solving	--	-	--	--	--	--	--	--	40	100%
15	Information gap	--	-	7	17.5%	21	52.5%	12	30%	--	--
16	Guessing game	--	-	14	35%	--	--	26	65%	--	--
17	Reporting	--	-	--	--	--	--	--	--	40	100%
18	Playing cards	--	-	--	--	--	--	40	100%		
19	Acting from script	--	-	--	--	--	--	--	--	40	100%

According to the information in the above table, 40(100%) of the respondents responded that they disagree and strongly disagree respectively; showing their interest to the following techniques:- Playing cards, brainstorming, Reporting, Problem solving, Reconstructing the story sequence, Debates, Dramas, Find difference, Role play and Simulations. From this it can be understood that these techniques are not employed or learners do not had interest learning using these techniques. On the other hand, 24(60%), 10(25%) and 6(10%) of them were agree, agree a little and disagree respectively; when the teacher employ conversation or dialogue technique. this indicate that the teacher use it most of the time so that some active students were successful during the implementation of this technique.

However, as the data in the table shows; for instance 10% of the learners do not have interest in it. Based on this, Lazaraton cited in Celce- Murcia (2001) suggested some of the major types of speaking activities that are also applicable to the English classroom, such as discussions, speeches, role plays, conversations, audio taped, oral dialogue, journals and other accuracy based activities. Nunan, (1991), states that it is important to have a clear understanding about the wide range of techniques and procedures through which oral ability can be developed (p.1).

Unless the teacher understood the importance of these techniques he/she could not use them when they needed. The data also shows, 19(47.5%) and 18(45%) agree and agree a little to this discussion technique. This shows that they are not full confident learning when it employed. Whereas 3(7.5) of them is strongly disagreeing. This might be because of the interference of the mother tongue. 23(57.5%) and 17(42.5%) agree and agree a little to picture description method and from these it could be understood that students have willing to learn speaking skill by looking at different picture.

As Atkins et al, (1995), picture interpreting is a way of using pictures in speaking activities where students are made to study a given picture with their partner and then to make interpretations as well as to work out a story based on it followed by reporting the story to the whole class. 40(100%) of the students responded that they agree a little to learning speaking skill through asking and answering questions. This also depict that they are fear of speaking in English during asking and answering questions. These can be caused by luck of motivation given by teacher.

Doff (1990) believed that although the above mentioned activity provides useful language practice, it is often not interesting, because there is no real purpose in asking the questions,

nor any need to listen to the answers. But, as the data collected through interview made with the teacher shows there is no designed pictures of different things except pictures on the student's text book and the asked if they prepare these pictures by themselves and use it and they responded that it was take time and need knowledge plus resources. 4(10%) and, 8(20%) of the respondents responded agree, and agree a little respectively. This indicates that only 30% of the learners interested in learning speaking skill through interview. But 28(70%) of them disagree. This tells that majority of students do not interested when learning speaking skill by interview technique.

Regarding this, (Byrne, 1986) it is a technique which requires students to prepare interview questions in advance and to ask for the information they want to obtain from either their partners or other people outside the class. This helps them to exchange ideas by integrating their different skills. Interviewing involves talking and writing.

Generally, from the data in the above table it can be concluded that a number of techniques are not employed by the teachers in speaking skill classes. This is because as the researcher understood from the interview made with the teachers; the numbers of students are great problem to manage the class properly to guide and facilitate them.

**Table 11. Student responses on the Questions related to suggest solutions to the problem observed in the teaching of speaking skills.**

No	Do you think the following techniques in teaching speaking skills are related with your learning style?	YES		No	
		Fre	%	Fre	%
1	Brainstorming	11	27.5%	29	72.5%
2	Dialogues/conversation	25	62.5%	15	37.5%
3	Discussions	21	52.5%	19	47.5%
4	Answering and questions	14	35%	26	65%
5	Debates	4	10%	36	90%
6	Dramas	--	--	40	100%
7	Find difference	1	2.5%	39	97.5%
8	Role play	2	5%	38	95%
9	Simulations	--	--	40	100%
10	Picture descriptions	19	47.5%	21	52.5%
11	Narrating the stories	--	--	40	100%

12	Interviews	12	30%	28	70%
13	Reconstructing the story sequence	--	--	40	100%
14	Problem solving	--	--	40	100%
15	Information gap	6	15%	34	85%
16	Guessing game	2	5%	38	95%
17	Reporting	--	--	40	100%
18	Playing cards	--	--	40	100%
20	Acting from script	--	--	40	100%

Concerning brainstorming, only 11(27.5%) students answered yes, but more than (72%) of them are said no. This depicts that this technique is not allow them to practice speaking skill. However, as it can be seen from the data, 25(62%) of the students answered yes that conversation/dialogue is the most convenient technique to practice English speaking skill. While (15 or 37.5%) answered that it's not related to their learning style. Discussion is also another preferable technique as that it was related to the learners learning style. Because (21or52.5%) this means above half of the students are answered yes but, 19or 47.5% of them are stated that it was not related to their learning style. This match with the approaches, working with dialogues is a useful way to bridge the gap between guided practice and freer activities. Controlled dialogues can easily develop into freer work when the pupils are ready for it. (Scott et al, 1990, p.33).

Regarding asking and answering questions, only 14(35%) of the students answered yes but, about 26(65%) of them are said no. From this it could be understood that this kind of technique is not go with their style of learning. According to doff, the teacher asks students to look at something and ask and answer questions about it. It may be the picture of a room. The students can ask: What kind of room is it? How many chairs are there?

Doff (1990) believed that although the above mentioned activity provides useful language practice, it is often not interesting, because there is no real purpose in asking the questions, nor any need to listen to the answers.

In terms of debate, around 36(90%) of the respondents answered 'no' this entails that the technique is not related with their learning style; However, only 4(10%) of the learner answered 'yes.' This contradicts with the approaches of Ronald (1997 p.10) argued that debate is a way in which people take up position, pursue arguments, and expound on their opinions on a range or matters; with or without some sort of lead figure or chairperson It is

one of the effective speaking techniques/activities which encourage students to improve their communication skill.

Regarding find difference, about 39(97.5%) of the students answered 'no' to indicate that it is not related to their learning style. But only 1(2.5%) of them are answered 'yes.' From the data, it can understand that almost all of students witnessed that this technique is not related to their learning approach. Similarly, role play is also a technique which do not learners develop their speaking ability as the data in the table above depicted. Because 38(95%) of them answered no but only 2(5%) of the students responded positively. This contradicts with learning approach as Bygate (1987), in role play; the participants are made to pretend mostly as if they were outside the classroom environment. On the other hand picture description is another technique that can relate to the students learning style. According to the data given 19(47.5%) said 'yes' however, 21(52.5%) of them are answered no. As a whole, around half of the learners depicted that the technique is not as such helpful to them. 38(95%) of the students are answered 'no.' but, a few students 2(5%) of them responded 'yes' to gassing game.

Regarding dramas, simulations, narrating the stories, reconstructing the story sequence, Problem solving, Reporting, playing cards and Acting from script, 40(100%) of them answered 'no' that it was not related to their learning style. This indicates that these techniques are not employed by the teachers in appropriate way or it is not implemented in a way that the learners can participate and explain their views in order to develop their speaking skills during speaking classes. These contradicts the approaches of learning speaking skills set by Nunan, (1991), states that it is important to have a clear understanding about the wide range of techniques and procedures through which oral ability can be developed (p.1).

Teachers' lack of such understanding brought the learners as if these techniques are not related to their learning style. As the data collected through classroom observation and interview tools, the teachers attempt to let the learner to practice speaking English ; however, learners couldn't able to explain their idea in English fluently. Even if they try to do it the tendency of flowing of information is interrupted by laughing of other students then the speaker frustrate to continue speaking in English and then he/ she switches to the vernacular language. But the teacher allows h/s to finish the tory to keep his/her moral.

## **4.2 Data from Classroom Observation**

This observation checklist was intended to identify the teaching of speaking skills techniques and suitability of classroom setup for oral interaction (See appendix C). The observations were made according to the checklist prepared as shown in the appendix. The checklist was used and filled for all of the two rounds separately for the two grades of study. But the final data were presented together.

### **4.2.1 Data presentation and Analysis of the techniques of teaching speaking skills employed in speaking classroom.**

As far as the entire observations are concerned, it showed that the teachers were not using many different techniques to develop students speaking abilities but some uniform/static techniques. Although Underhill (1987, p.45-86) recommends different modern techniques to teach speaking skills, the teachers were mainly using the static techniques and teacher based techniques as the observation sessions depicted.

As could be seen from the checklist, the selected teachers were presenting the lessons using similar techniques, mainly through group discussion, questioning and answering and dialogues in all of the observation days. The teachers were never seen using techniques of teaching speaking skills like storytelling, interview, drama, playing card, games, role play, simulation, acting from script and debates in speaking classes even though they apply techniques like information gap, problem solving, finding differences, brainstorming and pair work sometimes. Some techniques like reconstructing story sequence and problem solving are almost never applied in speaking classes. They were not seen selecting other new techniques and activities.

In general, the teachers were seen using few uniform techniques rather than using various techniques selecting according to the topic and activities/situations. In other words, the teachers were not seen using various effective techniques which are used for introduction, practice and production stages in speaking skills. Furthermore, the researcher identified that they gave focus to correcting language items (grammar and pronunciation) instead of fluency and meaning. Each day of the observation teachers tended to use Amharic to explain the concept of the language materials to be learnt in the classroom.

But as Lazaraton cited in Celce-Murcia (2001), there are some techniques and some major types of speaking activities that can be applied to the English speaking classroom, such as

discussions, speeches, role plays, conversations, audiotape oral dialogue journals and other fluency based activities. He also suggested that the teacher can assign students to out-of-class learning activities, such as watching and/ or listening to an English-language film, television show, or radio program.

#### **4.2.2 Data presentation and analysis of the strength and weaknesses of techniques of teaching speaking skills.**

To see if these techniques of teaching speaking skills have strength or not, a checklist was prepared and used during the classroom observations (See appendix B). In this subsection, an attempt was made to observe the strength and weakness of techniques teachers use in speaking classes. It was observed that classroom teachers do not go through the three stages of teaching and learning processes; they start the lesson without giving clear introduction of the topic for the class. As far as following the procedures is concerned, the teachers do not pay much attention to it. It was discovered that almost all of the teachers did not revise the previous lesson, introduce the day's lesson except telling the topic by writing/showing the content and delivering the lesson.

Besides, it was observed that one of the teachers started the lessons by giving answer for the home work given on the previous day. For, example, on the first day of observation, one of the teachers came to the class 7 minutes late. Then, he told the students to take out their exercise book and asked whether the students did the home work or not and the students told him that they did it. He ordered them to take it out telling them the page. He asked the students to tell the correct answer for question number one..... Therefore the researcher understands that the concern is not about the techniques problem. Because the researcher haven't seen teachers attempt to use variety of techniques in teaching of speaking skill; as soon as they asked for the homework they immediately rush to present the days lesson and order them who is going to read the dialogue.

They didn't use the stages of teaching speaking skill like pre-, while and post speaking. If the teacher uses these stages properly it allows him to group learners in different group and practice speaking. These could be done through one of these techniques such as brainstorming, asking and answering question, storytelling etc. based on the given title. From this, one could see that the teacher did not plan and arrange the lesson he was going to teach. He also didn't prepare himself for the day's lesson. After giving correction to the home work,

he wrote the title 'pay,' 'politics,' 'education' and 'healthcare.' He order them to select one of it and role play; however, he couldn't group the learner and give hint in a very clear way.

This implies that the teachers did not do better at preparing themselves and revising and presenting the content. It could be understood that there is no practicing through different techniques and activities. In general, this kind of titles requires strong instruction to employ; but the teacher faced difficult to implement it; therefore this technique has weakness because it is difficult to implement. Not only these but also other techniques such as interview, drama, acting from script, simulations, storytelling, oral report, find difference, problem solving, reconstructing sequence and playing cards are technique rarely employed by teachers to teach speaking skills because learners could not understand them easily to use them in practicing speaking skills. This shows that they have weakness as they are not easy to use. However they have strength as they invite freely speaking.

In addition using these techniques requires strong motivation to engage the pupils in speaking activities. Unless and other wise, these techniques couldn't easily use. However if they properly applied it is very important to develop learners speaking skills. As Nunan (1991), states that it is important to have a clear understanding about the wide range of techniques and procedures through which oral ability can be developed. But what is observed does not go in line with Nunan's suggestion.

Actually, as Nunan (1991) suggests that a number of factors should be considered in order to develop the speaking skills. He emphasizes the consideration of the size of the class, the arrangement of the classroom and the number of hours available for teaching the language. Likewise, the researcher identified that there are a number of problems to teach speaking skill. Among these, a classroom size is a big problem because, as stated in unit three, the numbers of students are 81 and 80 in each class. This hinders the teachers to manage the class and activities.

What's more, he faced difficult to form group and facilitate them due to this and the like the teacher couldn't use variety of techniques in teaching of speaking skill. Moreover, the facilitator spends his time more on silencing students. So because of noisy classes, he couldn't give correction together; and reaching by each group is difficult; while the teacher straggling with these circumstances; the time has gone.

Generally, types of activities, large class size and unsuitability of the techniques are some of the challenges that contribute low learning of the speaking skill. On the other hand, it's a weakness of some of techniques of teaching speaking skill. As a whole, during classroom observation the researcher depicted that the observed teacher couldn't employ for instance: brainstorming technique because, he checked the home work and proceeded to presenting the new lesson without asking brainstorming questions to engage learners in the speaking lesson. On the second round observation it can be seen that answering and questions, pair work, dialogues and group work are some techniques the teacher tried to use to employ. Comparing to others these techniques are important to teach speaking skill; while the rest of the techniques are complex to employ which indicates its complexity.

#### **4.2.3. Data presentation and Analysis of the problem teachers face while employing the techniques of teaching of speaking skill.**

The observation data gathering was conducted to know whether the teachers face problem while employing techniques of teaching speaking skill in speaking classes. Based on the data gathered through classroom observation, the researcher has seen that teachers face problem in employing some techniques of English language speaking skill. As the researcher made deep investigation whether the teachers face problem or not; due to different circumstances as it was mentioned in the above analysis, what hinders the teachers not to employ techniques of teaching speaking skills were the following: - these are large class size, lack of teaching and learning materials this is because of Ethiopia is introduced new curriculum; therefore, learners textbook and teacher guides are not available in hard copies. This causes the classes' teacher talk was greater than students talk.

On the first day observation teacher one attempted to employ brainstorming, group work and questioning and answering but he faced challenge because, students remain silent they couldn't say a single word in English. They told him that they didn't understand what did say. A few minute later, he help them telling in Amharic. But this is contradict with what Bygate (1987) cited in Nunan (1989), Students are the major actors of the teaching- learning process in a language classroom. They actively engage in negotiating meaning. As negotiating meaning refers to the skill of making sure the person you are speaking has correctly understood you and you have correctly understood them. Students learn to communicate by communicating.

Earlier the researcher identified that the second teacher faced problem in employing the ‘role play’ technique in teaching speaking skill during speaking session. The learners couldn’t express their idea in English when they are given certain tasks to work on. Moreover, the researcher hasn’t seen the observed teachers using acting from script, find differences, simulations and problem solving. However, to some extent, they have tried to use storytelling, reconstructing sequence, interview and information gap. But while they are advising students, the time became over and learners didn’t get practiced speaking English. From this it could be understand that the teachers faced problems in employing aforementioned techniques of teaching Speaking skills.

### **4.3. Data from Teachers’ Responses to the Semi- structured interview**

The purpose of this interview is to investigate the teaching of speaking skills techniques in speaking classes. Then, it focused on the application of techniques of teaching speaking skills in speaking classes. For this purpose, the researcher developed 10 interview questions to gather information concerning the teaching of techniques of speaking skills. The results of teachers’ interview are analyzed and discussed below. Here, „Q“ means question.

**Q1.To identify whether the teachers get the students practice speaking skills or not in classroom and how often they get them, two teachers were asked and presented as follows.**

According to the two respondents, they help students practice their speaking abilities. The outcome shows that they occasionally create students. However, the students stated that they hardly ever practice speaking during speaking classes. This implies that the teachers do not encourage the learners to practice speaking skill.

**Q2. To Investigate how the teachers teach speaking skill the interviewee were asked what kinds of techniques they apply in speaking skills classes and the frequency they use them and they were interviewed alone in order to allow them to give responses independently.**

Regarding the aforementioned topics, one of the respondents stated that he employs communicative activities such as group discussions, dialogues, question-and-answer sessions, and pair work to help students improve their speaking abilities. He stated that he rarely used different speaking skill teaching strategies due to factors including the classroom environment, the backgrounds of his students, time constraints, etc.

The second interviewee, on the other hand, stated that he rarely uses strategies like find difference, information gap, interview, and picture description, but that he frequently uses conversation, group discussion, questioning and response. He listed a few obstacles that prevented him from using various methods of teaching speaking skills, including students' resistance to honing their speaking abilities, a big class size, textbooks, and a lack of time. He mentioned that the most of the barriers that prevented him from using different methods to teach speaking skills were the pupils' limited vocabulary and lack of prior speaking practice.

Conversely, the findings from the questionnaire and classroom observation revealed that instructors' use of expressive activities in the classroom was severely limited. The respondents went on to say that since Ethiopia implemented a new curriculum, there are no longer any teaching or learning resources available. They also saw that the student textbook and teacher guide were not available in hard copy. Students wait for their teachers to provide notes, complete other assignments, or even read the text aloud.

These teachers employ discussion, dialogues, answering and questioning and pair work as their primary teaching methods. They hardly ever use role-playing, simulation, games, interviews, drama, storytelling, narrating, acting from scripts, or any other type of activity. According to Gower et al. (1995), teachers can encourage fluent speaking in this regard by employing a variety of free-form and creative activities; this includes practicing fluency through the use of genuine language in a variety of real-world contexts, etc. (p.100-111).

**Q3. The interviewees were asked their techniques of preferences to initiate their students regularly.**

The interviewee stated that their preferred methods for improving their students are dialogues, pair projects, group discussions, and questioning and answering. This means that the teachers are not using any of the following strategies: role playing, narrative, theater, simulations, interviews, guessing games, reconstructing sequences, finding differences, problem solving, acting from scripts, and information gaps. Lack of these methods in speaking instruction might make students less proficient speakers of the English language.

**Q4. The interviewees were asked which techniques they face challenge while employing.**

According to both respondents, sometimes the material is beyond their level because of the big class sizes and inappropriate titles. Because of these and other factors, they find it

difficult to use strategies like interviews, oral report storytelling, information gaps, etc. Teachers most likely had difficulties with brainstorming, drama, simulations, find difference, role playing, etc. because of students' backgrounds, frustrations, and fears as well as learners' lack with vocabulary knowledge.

Other reasons mentioned by one of the interviewees were that students struggled to come up with words for some thoughts, that there wasn't enough time in class to assist every student, and that students preferred to learn grammar, reading, and vocabulary than to speak in class. However, he did say that he values the opportunity for students to practice speaking in class because without speech, there can be no idea sharing. In summary, he saw that it is hard to include every student, because of their limited previous knowledge, some students typically chose to remain silent. He will therefore have to demonstrate some form of activity utilizing the previously outlined strategies.

**Q5.The researcher asked the interviewees, if they interested while employing techniques of teaching speaking skill in ELT classes or not.**

In response, one of the teachers who participated in the interview stated that he would want to use some common methods including brainstorming, dialogues, pair and group projects, questioning and answering, and discussions

**Q6.The two interviewees were asked what challenges they face in employing of techniques of teaching speaking skills or to know these techniques weakness.**

According to the response given by the two selected teachers declare that they face challenges in employing techniques of teaching speaking skill such as role play, interview, debate, drama, storytelling problem solving and information gap because as we have stated earlier, the interviewees reported again that poor knowledge of English language, students background, lack of vocabulary knowledge are some of the challenges. Adding to these one of the concerning teacher realized that learners can't express their ideas in English.

Even if they were given instruction in a very clear way; using simple English words, they didn't show interest to engage in speaking activities. They remain silent. In addition to these they add that it was difficult to manage classes due to the large number of the students. Due to these problems it is impossible for teachers to create conducive environment for learning

and teaching speaking skill. In general, the above mentioned problems are some challenges teachers face when employing techniques of speaking skill.

**Q7. The selected teachers were asked what solutions they think of to the existed problem of employing techniques of teaching speaking skill.**

They recommended creating an environment where students can apply a variety of effective speaking skill-building strategies. In addition, teachers ought to be accountable to give students plenty of opportunity to practice speaking. It's not necessary to be shy to speak English to learners. Additionally, they stated that students ought to have placed more attention on speaking skills and not disregarded the need to acquire them through such methods.

**Q8. Inquiring about how they classify techniques based on their strengths and limitations, the researcher posed questions to the interviewed teachers.**

The respondents stated that the following methods storytelling, drama, interviews, role playing, acting from a script, debates, guessing games, simulations, and finding differences were viewed as weaknesses since they were used infrequently. They understand that because kids lack the vocabulary to express words in English, they could not employ them with ease. The teacher added that in order for students to practice speaking, these methods necessitate a deep level of prior understanding.

They should be highly motivated. Unless they are not well engaged in the process of learning they couldn't get out of shy to speak in English during speaking session. Thus, this indicates their weaknesses. On the contrary, some other techniques are regarded as an important compare to the stated above. These include: group discussion, dialogues/conversation, answering and questioning, and brainstorming, are important techniques as they use very regularly. The interviewees add that these techniques are not as difficult as other techniques to implement it; therefore these techniques have strength because teachers do not face challenge while employing them.

**Q9. The researcher asked the interviewees what was their feedback looks like when using these techniques**

Teachers who were interviewed stated that in order for students to participate in the speaking skills practice sessions, they need to be motivated. The assigned tasks need to be modified and assigned to them. To organize pupils according to activities, the number of students must be manageable. They responded that one of the main issues at the school is the large class sizes, which makes it challenging to assist pupils as it takes a lot of time to mentor and encourage them to practice speaking. Additionally, they recommended that they employ more straightforward methods that the students could easily comprehend. Furthermore, sufficient time must be reserved for practicing speaking.

**Q10. Lastly, the concerning subject of study were asked their opinion what should be done to improve students' speaking skill.**

In response, the teachers stated that speaking proficiency has to be prioritized on par with other language proficiency. The students must have an interest in learning various speaking approaches. English teachers must inspire their students to practice speaking in public. Unless they are motivated and assigned a proper title, they are not willing to communicate in English. Additionally, educators must employ speaking skill strategies interchangeably

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

This thesis's last chapter summarizes the study's findings and restates its goals. Additionally, it offers potential suggestions for enhancing the instruction of speaking strategies and minimizing the difficulties mentioned in the discussion.

#### 5.1. Summary

This study's primary goal was to describe the speaking skills instruction methods used by English teachers in the classroom. Dagimawi Birhan Primary School, located in Addis Ababa city administration, namely Addis Ketema sub city, especially woreda 08, 03 kebele, was chosen as the study site in order to conduct the planned study. Students in grade eight as well as their English teachers participated in the study. As a sample for the study, 40 students, or roughly 24.8% of all grade eight students were chosen for the questionnaire and both sections/classes totaling 161 students who were taken for classroom observation. The researcher used three different types of instruments: a questionnaire, classroom observations, and semi-structured interviews to accomplish the study's goal. The major findings of the study were:

**Firstly**, the findings showed that, in relation to the demonstration of the practical use of speaking skill-training methodologies in speaking classrooms, the majority of the classes were covered by the teachers' explanation and discussion. Reading dialogue, questioning and responding, and picture descriptions are, however, occasionally used; problem solving and story reconstruction are, on the other hand, hardly ever used; dramatization, debate, peer interviews and class surveys, role plays, guessing games, playing cards, and acting from scripts were never used.

**Secondly**, it is possible to generalize that the target teachers instruct speaking skills without inviting every student, although they sometimes invite some very intelligent pupils. Additionally, because they were tasked with teaching all language skills, they concentrated more on completing the section than on creating activities that promote speaking abilities.

**Thirdly**, the information showed that the school's and the grade level teachers' obligations to teach speaking skills were not met. Due to the fact that they do not focus on every speaking approach equally. Certain teaching strategies are employed selectively by the teachers,

depriving the students of the opportunity to practice speaking English and casting doubt on the efficacy of speaking instruction. Several of these speaking skills building approaches, proved challenging for teachers to implement. Since it can be difficult for the pupils to use them, certain other strategies weren't appropriate for them.

**Fourthly**, the data indicated that learners should be highly motivated and provided appropriate topics to participate in speaking skill engagement in order to suggest a remedy to the difficulty noticed in the teaching of speaking skill techniques.

Additionally, the statistics showed that students were not included in accordance with how handy it was for them to practice speaking the language. They must therefore form groups of five to nine people in order to practice speaking English together during speaking skill class. Furthermore, the results showed that teachers do not give their students a variety of practice exercises to complete in class. Moreover, the observation checklists and interviews revealed that there are a lot of students in the classrooms, which can make it difficult for teachers to assist every student in advancing their speaking ability.

## **5.2 Conclusions**

It is unquestionable that to a great extent, the success of students depends on the effort and the techniques a teacher applies in class. The success in teaching does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various techniques to manage the activity and class more lively and enjoyable. In other words, teachers can shape and prompt students to the line of learning and teaching process by striving well by means of different techniques in different situations differently. Having this in mind, conclusions have been made based on the findings of the study and forwarded as follows:-

It is clear and cannot be denied that speaking skills/lessons and activities need various effective techniques that lead the students to create interaction and practice speaking skills in different situations in different manners. In other words, applying various appropriate techniques is a factor that can bring about success in teaching and learning speaking skills. Despite this that, according to the data, it can be concluded that the English teachers at Dagimawi Birhan primary School refrained from employing various techniques recommended in the literature, to teach English speaking skill. The study revealed that teachers focused on doing activities in the textbook mainly through drills and reading

dialogues rather than making the students learn easily and interestingly by creating better situations. But, speaking is productive skills and needs every students produce speech than reading what another person writes and puts down; and (McDonough, 2003), also stresses that speaking as a skill is not the oral production of written language but it involves learners' mastery of a wide range of sub-skills which constitute the overall competence in the spoken language. Moreover, the teachers mostly implement some similar/static techniques like discussion most of the time dominating the class; answering and questioning, dialogues and picture descriptions sometimes, but information gap and find differences are implemented rarely.

However, reconstructing story sequence and problem solving are almost never employed while role play, debate, simulation, drama, interviews, playing cards, guessing games, narrating the story, reporting and acting from scripts are never implemented in speaking classes. That is to say that there is no practical implementation of these techniques in speaking class. This expresses that the class was limited to certain techniques of teaching speaking skills and more techniques of teaching speaking skills are neglected by the teachers. This indicates that teachers do not consider the balanced activities approach recommended by Parrott (1993: 201) to develop the fluency of their learners.

In the light of the findings, the researcher felt that in applying certain techniques, students might not have active involvement in speaking practice during the speaking instruction to speak in the target language and develop speaking skills.

In connection with practicing speaking skills during speaking periods, the class is most likely devoid of students' active participation on speaking skills practice in the target grade levels. The teachers seldom get the learners practice in a small group mostly and it could be a cause for the ineptness' of using English and expressing their minds. But the more the students get into practice speaking skills through different techniques differently, the better they adopt what they have learned to their everyday life and develop their speaking skills soon. This means, speaking skills is developed by means of speaking itself.

Rivers (1981) stated that students learn to speak by speaking. The teacher's less dominant role in communicative activities offers students an opportunity to be involved in conversation and improve their speaking skills and to be able to cope with real-life situations (Freeman, 1986, p.131). Byrne (1986), also states that the main concern of language teachers is not to inform students about the language, but to develop their abilities to use the language for a

variety of communicative purpose. Therefore, as the findings indicate, it could be concluded that the teachers do not give sufficient amount of practice creating enough opportunities for students to use speaking for real life communication. It is possible to say (that) absence of practice could lead them to fail to use the language and communicate with other people.

In terms of the methods that teachers use and their strengths and weaknesses, the information gathered from interviews reveals that they frequently use dialogues, discussions, and questioning and answering because these methods help students learn effectively, which is why the teachers view them as their strengths. On the other hand, some strategies, such role-playing, theater, information-gap acting, storytelling, reenacting stories, arguments, and the like, are weak because the pupils are unable to generate English words when using them. The respondents also mention that because of the big class size, it is challenging to help them with speaking practice.

According to Ur (1996), teachers can take a lot of different approaches in the classroom to address speaking issues when it comes to teaching speaking (p. 121). They can encourage things like (1) using group or pair projects, (2) selecting topics and tasks carefully to pique students' interests, and (3) always having them talk in the target language (p. 121). Actually, learning a language is a process that heavily relies on the teaching style of the teacher. This implies that in order to accomplish the task of teaching speaking skills, a teacher is expected to behave differently in various situations. In actuality, however, teachers fall short of fully fulfilling their job by not adapting their methods to the needs of the class or activities in order to force students to practice speaking in front of the class.

The incapacity of learners to communicate in English is partly caused by teachers' failure to use various teaching strategies equally and not allotting sufficient time to practice speaking very well. The data collected through interview also discovered that the methods had limitations. Because they were simply cited in the text book; otherwise learners couldn't use them properly. Based on the statistics, it was evident that all of these speaking techniques—debate, drama, interview, role play, and storytelling—were uncomfortable for students to employ since they were unable to talk in English. Teachers should allow enough time for speaking skills when setting up the classroom to use different strategies. Nonetheless, instructors are referred to by Freeman (1986) as advisors, managers, monitors, conductors, and organizers. Additionally, a teacher can be a creator, an organizer of learning

opportunities, a resource who gives students feedback and encouragement, and a facilitator of learning, according to Kohonen et al. (2001).

From classroom observation the data identified that feedback is given while they are on practice in a discouraging way. The data revealed that the teachers blame using unnecessary words and questioning. In relation to providing feedback, Kayi (2006) stated that teacher should indicate positive signs when commenting on a student's response. Generally, the teaching of speaking skill in this school is not reaching its target as expected. There is no well actual practice of speaking skill.

With regard to the effectiveness of the techniques the teachers apply in speaking skills classes, the techniques is not good enough and not much effective as much as needed. Hence, the students are not effective in speaking skills.) Learning is more effective if the learners are actively involved in the process Klippel (1984, p.5).

In general, the findings of the study signify that the techniques the teachers used to teach speaking skills are not good enough to enhance the learners' engagement in the learning and to raise their communicative competence and performance to the required level due to teachers' failure to use various and appropriate techniques, scientific ways of implementing the techniques, various speaking activities as well as failure to play their roles in the process of the teaching.

As far as the challenges the teachers encountered are concerned, the study identifies that for many teachers and students, one of the major frustrations about teaching speaking skills was lack of conducive/facilitative environment. Furthermore, there is lack of the knowledge of advantage of practice of speaking skills of the learners, and reluctance to practice speaking skills, absence of habits of practice of using the language in the lower grades, lack of enough time, students' preference of grammar and reading because of the nature of regional exams are considered to be the serious impediments of the implementation of different techniques.

### **5.3 Recommendations**

In the light of the findings of the current study, certain suggestions have been given as follows:

- In order to motivate students to use English in appropriate circumstances, teachers must identify better ways to teach speaking skills. Different tactics should be used in English speaking sessions depending on the activities that the students do. To put it another way, the methods employed shouldn't be static or limited to a particular set of strategies because every

language learner is different and has a unique learning style. When providing speaking practice, they should not limit their instruction to the best students.

- Teachers have a responsibility to supervise, guide, motivate, and engage all students by providing an equal opportunity, fostering a positive learning environment, assisting students in identifying their own problems, providing timely, constructive feedback, and regularly evaluating students' speaking performance. Additionally, they are advised to design and provide as much practice as possible, as well as regular and frequent activities that allow students to freely use the target language. Simply knowing different approaches to teach speaking skills is insufficient unless they are put into practice in a way that allows students to improve their speaking abilities through the use of various speaking techniques and activities.
- It is advisable to create interaction facilitating the classroom atmosphere as speaking skills need the speaker and listener interaction.
- In order to effectively implement speaking instruction, it is also advised that classes consist of no more than 45 students. This will make it easier to manage the class, ensure that each student receives the necessary one-on-one attention, and ensure that all students have an equal opportunity to practice speaking. Maintaining control over class sizes is essential to ensuring effective use of spoken instruction strategies.

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## APPENDIX A

ADDIS ABABA UNIVERSITY

COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND  
COMMUNICATION DEPARTMENT OF FOREIGN LANGUAGES AND  
LITERATURE

### Student's Questionnaire

Dear Students,

This questionnaire is designed to investigate the teaching of speaking skills techniques in English classes at Dagmawi Birhan Primary School with a particular attention to grade eight. It is designed to explore the techniques English language teachers use to teach speaking skills. It is also one of the instruments which the researcher uses to gather the necessary data for his MA Thesis in the English Language Teaching (ELT). Thus, the researcher kindly requests you to give the required information. Your contribution is highly important for the success of this study. The researcher would like to assure you that all the responses you give will be kept confidential and used only for the research purpose. As a further assurance, you don't need to write your name.

**Thank you in advance for your co-operation.**

**Direction:** The following questions are designed to investigate *the techniques being employed in teaching speaking skills in English classes*. Please read the following items carefully and put a tick (✓) mark in the box given by indicating the most appropriate alternative for each of the given items based on your teacher's techniques of teaching speaking skills in ELT classes.

### PART I. General Information

Sex: Male  Female  Grade: eight Section:

**PART II: Questions Related to Teacher’s Practice and Ways of Practicing Teaching Speaking Skills in Speaking Classroom.**

1. Does your teacher practice teaching speaking skills in speaking classes? Yes  No

2. How does your teacher get you practice speaking skills in speaking classes most of the time?

In group  in pairs  at individual  whole class

3. Which is the most efficient technique in making you practice speaking skills?

Conversation  debate  drama  brainstorming

4. How often does your teacher practice teaching speaking skills in speaking classes?

Most of the time  Usually  Sometimes  Rarely

5. In teaching speaking skills, your teacher follows the steps like preparation, presentation and conclusion during speaking skills lessons.

Strongly disagree  Agree  Agree a little  Disagree  Strongly disagree

**PART III: Questions Related to the Techniques of Teaching Speaking Skills employed in Speaking Class.**

Show your response on the techniques of teaching speaking skills employed in speaking classes and show how often your teacher use them by putting a tick (✓) mark in the given box.

**KEYS: A=Always U=Usually S=Sometimes R=Rarely N=Never**

No	How often does your teacher employ the following speaking skills teaching techniques in speaking classes?	Frequency distribution									
		Always		Usually		Sometimes		Rarely		Never	
		Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
1	Brainstorming										
2	Dialogues/conversation										

3	Discussions											
4	Answering and questions											
5	Debates											
6	Dramas											
7	Find difference											
8	Role play											
9	Simulations											
10	Picture descriptions											
11	Narrating the stories											
12	Interviews											
13	Reconstructing the story sequence											
14	Problem solving											
15	Information gap											
16	Guessing game											
17	Reporting											
18	Playing cards											
19	Acting from script											
20	List if there are other techniques of teaching speaking skills employed in speaking classes											

**PART IV: Questions Related to strength and weaknesses of techniques employed in classroom teaching and learning Speaking Classes**

**KEYS: SA:** Strongly agree    **A:** Agree    **AL:** Agree a little    **D:** Disagree

**SD:** Strongly disagree

Do you favor when your teacher employ the following techniques in teaching speaking skills in English classes?		SA		A		AL		DA		SD	
		Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
1	Brainstorming										
2	Dialogues/conversation										
3	Discussions										
4	Answering and questions										
5	Debates										
6	Dramas										
7	Find difference										
8	Role play										
9	Simulations										
10	Picture descriptions										
11	Narrating the stories										
12	Interviews										
13	Reconstructing the story sequence										
14	Problem solving										
15	Information gap										
16	Guessing game										
17	Reporting										
18	Playing cards										
19	Acting from script										

**PART V: Questions Related to the Effectiveness of the Techniques of Teaching Speaking Skills the Teachers Employed during Speaking Skills Lessons.**

1. The technique/s your teacher use to teach speaking skills is/are appropriate for the speaking lessons?

Strongly Agree  Agree  Agree a little  Disagree  Strongly disagree

2. You are successful in speaking skills by practicing speaking; using the techniques your teacher usually use.

Strongly agree  Agree  Agree a little  Disagree  Strongly disagree

No	Do you interest learning speaking skills when the following techniques are employed by your teacher during speaking skills classes?	SA		A		AL		DA		SD	
		Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
1	Brainstorming										
2	Dialogues/conversation										
3	Discussions										
4	Answering and questions										
5	Debates										
6	Dramas										
7	Find difference										
8	Role play										
9	Simulations										
10	Picture descriptions										
11	Narrating the stories										
12	Interviews										
13	Reconstructing the story sequence										
14	Problem solving										
15	Information gap										
16	Guessing game										
17	Reporting										
18	Playing cards										
19	Acting from script										
20	List if there are other techniques of teaching speaking skills implemented in speaking classes										

**Part VI Questions related to suggest solutions to the problem observed in the teaching of speaking skills.**

Show your answer by putting a tick (✓) mark weather the following techniques are suit to your learning style or not.

no	Do you think the following techniques in teaching speaking skills are related with your learning style?	YES		No	
		Fre	%	Fre	%
1	Brainstorming				
2	Dialogues/conversation				
3	Discussions				
4	Answering and questions				
5	Debates				
6	Dramas				
7	Find difference				
8	Role play				
9	Simulations				
10	Picture descriptions				
11	Narrating the stories				
12	Interviews				
13	Reconstructing the story sequence				
14	Problem solving				
15	Information gap				
16	Guessing game				
17	Reporting				
18	Playing cards				
20	Acting from script				

## APPENDIX B

### ADDIS ABABA UNIVERSITY

#### COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND COMMUNICATION DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

#### CLASSROOM OBSERVATION Checklist

The main purpose of this classroom observation checklist is to observe the techniques of teaching speaking skills employed in speaking classrooms. Particularly, the checklist will identify practice of speaking process, the weakness of techniques being employed by the teachers, classroom interaction and classroom setup, teachers' suggestion and feedback on the techniques in the classroom observation.

**The observed Grade and sections 8** section A and B **Teacher:** Male: 2: Female 0 Total: 2

**Date of observation:** March, 20-27/2015. **No of Students:** 81 Times/ Period: 45'

**KEY: R=Round Y=Yes/Observed N=No/not observed X=Not observed √=Observed**

**I: The Checklist for Identifying the Techniques used by Teachers in speaking classes**

No	Are the following techniques used?	Observed Teachers											
		Teacher 1						Teacher 2					
		R1		R2		R3		R1		R2		R3	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1	Brainstorming												
2	Group work												
3	Pair work												
4	Answer and question												
5	Dialogues												
6	Storytelling												
7	Interview												
8	Drama												
9	Games												

10	Role play																		
11	Oral report																		
12	Find difference																		
13	Simulations																		
14	Reconstructing sequence																		
15	Problem solving																		
16	Information gap																		
17	Playing cards																		
18	Acting from script																		

**Check list for strength and weaknesses of techniques**

	Does teacher properly employ these techniques?	Teacher 1		Teacher 2	
		Yes	No	Yes	No
1	Brainstorming				
2	Group work				
3	Pair work				
4	Answer and question				
5	Dialogues				
6	Storytelling				
7	Interview				
8	Drama				
9	Games				
10	Role play				
11	Oral report				
12	Find difference				
13	Simulations				
14	Reconstructing sequence				
15	Problem solving				
16	Information gap				
17	Playing cards				
18	Acting from script				

**Check list related to the problem teacher face in employing the following techniques**

	Does teacher face problem in employing the following techniques	Teacher 1		Teacher 2	
		Yes	No	Yes	No
1	Brainstorming				
2	Group work				
3	Pair work				
4	Answer and question				
5	Dialogues				
6	Storytelling				
7	Interview				
8	Drama				
9	Games				
10	Role play				
11	Oral report				
12	Find difference				
13	Simulations				
14	Reconstructing sequence				
15	Problem solving				
16	Information gap				
17	Playing cards				
18	Acting from script				

## **APPENDIX C**

### **ADDIS ABABA UNIVERSITY**

#### **COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND COMMUNICATION DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

#### **INTERVIEW FOR ENGLISH TEACHERS**

Date of Interview: **May, 10, 2015**

Place of Interview: **In the Classroom**

Number of the Interviewees= **2 Teachers**

#### **Introduction to get interview with interviewee**

**Researcher:** Ok, you're welcome to this interview session. I am going to ask you some questions related to the employing of techniques of teaching of speaking skills. I kindly request you to answer the questions freely.

1. Do you teach and get your students' practice speaking skills?
2. If your answer is yes, what kinds of techniques do you apply in speaking skills classes? How often do you apply them?
3. Which techniques do you prefer to initiate your students regularly?
4. Which techniques do you face challenge while employing?
5. Do you interested in employing those techniques while teaching speaking skill in ELT class?
6. What are the challenges you face in employing techniques of teaching speaking skills?
7. What solutions do you think for challenges you face while employing those techniques?
8. Can you list techniques under category of strength and weakness in using several techniques?
9. What would your feedback looks like when using these techniques?
10. In your opinion, what should be done to improve students' speaking skills?

አዲስ አበባ ዩኒቨርሲቲ

የሰብአዊነት ኮሌጅ፣ የቋንቋ ጥናቶች፣ ጋዜጠኝነት እና ኮሙኒኬሽን

የውጭ ቋንቋዎች እና ስነ-ጽሑፍ መምሪያ

የተማሪ መጠይቅ

ውድ ተማሪዎች፣

ይህ መጠይቅ የተዘጋጀው በዳግማዊ ብርሃን አንደኛ ደረጃ ትምህርት ቤት በእንግሊዝኛ ክፍሎች የንግግር ችሎታን የማስተማር ቴክኒኮችን በልዩ ትኩረት ወደ ስምንተኛ ክፍል ለመፈተሽ ነው። የእንግሊዝኛ ቋንቋ አስተማሪዎች የንግግር ችሎታን ለማስተማር የሚጠቀሙባቸውን ቴክኒኮች ለመዳሰስ የተዘጋጁ ነው። እንዲሁም ተመራማሪው ለኤምኤ ቴሲስ በእንግሊዝኛ ቋንቋ ትምህርት (ELT) አስፈላጊውን መረጃ ለመሰብሰብ ከሚጠቀሙባቸው መሳሪያዎች ውስጥ አንዱ ነው። ስለሆነም ተመራማሪው አስፈላጊውን መረጃ እንድትሰጡ በትህትና ይጠይቃሉ። ለዚህ ጥናት ስኬት የእርስዎ አስተዋፅዖ በጣም አስፈላጊ ነው። ተመራማሪው የሚሰጧቸው ምላሾች በሙሉ በሚሰጥር እንደሚጠበቁ እና ለምርምር ዓላማ ብቻ እንደሚውሉ ሊያረጋግጥልዎ ይፈልጋል። እንደ ተጨማሪ ማረጋገጫ፣ ስምዎን መጻፍ አያስፈልግዎትም።

ስለ ትብብርዎ በቅድሚያ እናመሰግናለን።

አቅጣጫ፡ የሚከተሉት ጥያቄዎች የተዘጋጁት በእንግሊዝኛ ክፍሎች የንግግር ችሎታን በማስተማር ላይ ያሉትን ቴክኒኮች ለመመርመር ነው። እባክትን በጥንቃቄ ያንብቡ እና በ ELT ክፍሎች ውስጥ በአስተማሪዎ የንግግር ችሎታን የማስተማር ቴክኒኮችን መሰረት በማድረግ ለእያንዳንዱ የተሰጡ አማራጮች በጣም ተስማሚ የሆነውን አማራጭ በማመልከት በተሰጠው ሳጥን ውስጥ ምልክት ያድርጉ (✓)።

ክፍል I. አጠቃላይ መረጃ

ይታ፡ ወንድ  ሴት  ክፍል፡ 8(ስምንት)

**ክፍል II:** ከመምህሩ ልምምድ ጋር የተያያዙ ጥያቄዎች እና የመናገር ችሎታን በመናገር ክፍል ውስጥ የመለማመድ መንገዶች።

1. አስተማሪዎ የንግግር ችሎታዎችን በንግግር ክፍሎች ማስተማር ይለማመዳል? አዎ  
□ አይደለም □

2. አስተማሪዎ ብዙ ጊዜ የንግግር ችሎታን እንዲለማመዱ የሚያደርገው እንዴት ነው?  
በቡድን □ በጥንድ □ በግለሰብ □ ሙሉ ክፍል □

3. የመናገር ችሎታን እንዲለማመዱ ለማድረግ በጣም ቀልጣፋው ዘዴ የትኛው ነው?  
የውይይት □ ክርክር □ ድራማ □ የሃሳብ ማነልበት □

4. መምህሩ የንግግር ችሎታዎችን በንግግር ክፍሎች ውስጥ የማስተማር ምን ያህል ጊዜ ይለማመዳል?  
ብዙ ጊዜ □ ብዙውን ጊዜ □ አልፎ አልፎ □ አልፎ አልፎ □

5. የመናገር ችሎታን በማስተማር አስተማሪዎ በንግግር ክፍሎች ትምህርቶች ወቅት እንደ ዝግጅት፣ አቀራረብ እና መደምደሚያ ያሉትን ደረጃዎች ይከተላል።  
በጣም አልስማማም □ እስማማለሁ □ ትንሽ አልስማማም □ በጣም አልስማማም □

**ክፍል III:** በንግግር ክፍል ውስጥ የተቀጠሩ የንግግር ችሎታዎችን ከማስተማር ቴክኒኮች ጋር የሚዛመዱ ጥያቄዎች።

በንግግር ክፍሎች ውስጥ በተቀጠሩ የንግግር ችሎታ የማስተማር ዘዴዎች ላይ ምላሽዎን ያሳዩ እና አስተማሪዎ በተሰጠው ሳጥን ውስጥ ምልክት (✓) ምልክት በማድረግ ምን ያህል ጊዜ እንደሚጠቀሙ ያሳዩ።

ቁልፎች: A=ሁልጊዜ U=ብዙውን ጊዜ S=አንዳንድ ጊዜ R=አልፎ አልፎ N=በፍፁም

	አይ አስተማሪዎ በንግግር ክፍሎች ውስጥ የሚከተሉትን የንግግር ችሎታዎች የማስተማር ዘዴዎችን ምን ያህል ጊዜ ይጠቀማል?	የድግግሞሽ ስርጭት									
		=ሁልጊዜ		=ብዙውን ጊዜ		=አንዳንድ ጊዜ		=አልፎ አልፎ		በፍፁም	
		Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
1	የአዕምሮ መጨናነቅ										
2	ንግግሮች / ንግግሮች										
3	ውይይቶች										
4	መልስ እና ጥያቄዎች										
5	ክርክሮች										
6	ድራማዎች										
7	ልዩነትን ይፈልጉ										
8	የሚና ጨዋታ										
9	ማስመሰያዎች										
10	የሥዕል መግለጫዎች										
11	ታሪኮችን መተረክ										
12	ቃለመጠይቆች										
13	የታሪኩን ቅደም ተከተል እንደገና መገንባት										
14	ችግር ፈቺ										
15	የመረጃ ክፍተት										
16	የመገመት ጨዋታ										
17	ሪፖርት ማድረግ										
18	የመጫወቻ ካርዶች										
19	ከስክሪፕት የሚሰራ										
20	በንግግር ክፍሎች ውስጥ የተቀጠሩ የንግግር ችሎታዎችን የማስተማር ሌሎች ዘዴዎች ካሉ ይዘርዝሩ										

ክፍል አራት፡ ከጥንካሬ እና ከድክመቶች ጋር የተያያዙ ጥያቄዎች በክፍል ውስጥ የመጣር ማስተማር ሂደት የንግግር ክፍሎች ውስጥ ጥቅም ላይ ይውላሉ።

ቁልፎች፡ SA፡ በጣም እስማማለሁ A፡ እስማማለሁ AL፡ ትንሽ እስማማለሁ

D፡ አልስማማም

SD= በጣም አልስማማም።

	በእንግሊዝኛ ክፍሎች የመናገር ለማስተማር የሚከተሉትን ስጠቀሙ ይደግፋሉ?	የድግግሞሽ ስርጭት									
		SA		A		AL		D		SD	
		Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
1	የአዕምሮ መጨናነቅ										
2	ንግግሮች / ንግግሮች										
3	ውይይቶች										
4	መልስ እና ጥያቄዎች										
5	ክርክሮች										
6	ድራማዎች										
7	ልዩነትን ይፈልጉ										
8	የሚና ጨዋታ										
9	ማስመሰያዎች										
10	የሥዕል መግለጫዎች										
11	ታሪኮችን መተረክ										
12	ቃለመጠይቆች										
13	የታሪኩን ቅደም ተከተል እንደገና መገንባት										
14	ችግር ፈቺ										
15	የመረጃ ክፍተት										
16	የመገመት ጨዋታ										
17	ሪፖርት ማድረግ										
18	የመጫወቻ ካርዶች										
19	ከስክሪፕት የሚሰራ										

**ክፍል V: በንግግር ክህሎት ትምህርቶች ወቅት መምህራን የተቀጠሩ የንግግር ችሎታዎችን ከማስተማር ቴክኒኮች ውጤታማነት ጋር የተያያዙ ጥያቄዎች።**

**1. የመናገር ችሎታን ለማስተማር መምህሩ የሚጠቀመው/የሚጠቀምበት ዘዴ ለንግግር ትምህርቶች ተስማሚ ነው?**

SA =በጣም እስማማለሁ □ A= እስማማለሁ □ AL=ትንሽ አልስማማም □ SD= በጣም አልስማማም □

**2. የመናገር ችሎታን በመለማመድ ስኬታማ ነዎት; አስተማሪዎ ብዙውን ጊዜ የሚጠቀሙባቸውን ዘዴዎች በመጠቀም።**

SA=በጣም እስማማለሁ □ A=እስማማለሁ □ AL=ትንሽ D=አልስማማም □ SD=በጣም አልስማማም □

	በእንግሊዝኛ የመናገር ለማስተማር የሚከተሉትን ሲጠቀም ይደግፋሉ?	ክፍሎች ችሎታን አስተማሪዎ ቴክኒኮች	የድግግሞሽ ስርጭት											
			SA		A		AL		D		SD			
			Fre	%	Fre	%	Fre	%	Fre	%	Fre	%		
1	የአዕምሮ መጨናነቅ													
2	ንግግሮች / ንግግሮች													
3	ውይይቶች													
4	መልስ እና ጥያቄዎች													
5	ክርክሮች													
6	ድራማዎች													
7	ልዩነትን ይፈልጉ													
8	የሚና ጨዋታ													
9	ማስመሰያዎች													
10	የሥዕል መግለጫዎች													
11	ታሪኮችን መተረክ													

12	ቃለመጠይቆች										
13	የታሪኩን ቅደም ተከተል እንደገና መገንባት										
14	ችግር ፈቺ										
15	የመረጃ ክፍተት										
16	የመገመት ጨዋታ										
17	ሪፖርት ማድረግ										
18	የመጫወቻ ካርዶች										
19	ከስክሪፕት የሚሰራ										

ክፍል VI በንግግር ክህሎቶች ትምህርት ውስጥ ለሚታየው ችግር መፍትሄዎችን የሚጠቁሙ ጥያቄዎች.

የአየር ሁኔታን ምልክት (√) ምልክት በማድረግ መልስዎን ያሳዩ የሚከተሉት ቴክኒኮች ለመማሪያዎ ዘይቤ ተስማሚ ናቸው ወይም አይደሉም።

	የሚከተሉት የመናገር ችሎታዎችን የማስተማር ቴክኒኮች ከእርስዎ የመማር ዘዴ ጋር የተስማሙ ይመስላችኋል?	YES		NO	
		Fre	%	Fre	%
		1	የአዕምሮ መጨናነቅ		
2	ንግግሮች / ንግግሮች				
3	ውይይቶች				
4	መልስ እና ጥያቄዎች				
5	ክርክሮች				
6	ድራማዎች				
7	ልዩነትን ይፈልጉ				
8	የሚና ጨዋታ				
9	ማስመሰያዎች				
10	የሥዕል መግለጫዎች				
11	ታሪኮችን መተረክ				
12	ቃለመጠይቆች				
13	የታሪኩን ቅደም ተከተል እንደገና				

	መገንባት				
14	ችግር ፈቺ				
15	የመረጃ ክፍተት				
16	የመገመት ጨዋታ				
17	ሪፖርት ማድረግ				
18	የመጫወቻ ካርዶች				
19	ክስክሪፕት የሚሰራ				