

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

*AN INVESTIGATION OF SPEAKING STRATEGIES EMPLOYED BY
BOTH TEACHERS AND STUDENTS: THE CASE STUDY OF
KOKEBE TSIBAH PREPARATORY AND SECONDERY SCHOOL*

BY
FAYSAL AWALEH

JUNE, 2014
ADDIS ABABA, ETHIOPIA

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

*AN INVESTIGATION OF SPEAKING STRATEGIES EMPLOYED BY BOTH
TEACHERS AND STUDENTS: THE CASE STUDY OF KOKEBE TSIBAH
PREPARATORY AND SECONDERY SCHOOL*

BY

FAYSAL AWALEH

Approved by the examining board

Signature

Names:

Advisor: Dr. Melaku Wakuma

.....

Examiner:

.....

Examiner:

.....

ACKNOWLEDGEMENTS

First and for most I would like to express my deepest gratitude to my advisor, Dr. Melaku Wakuma for his invaluable comment, suggestion and feedback throughout the paper. Without his constructive comments and suggestions the study would not have been a success. I am very much indebted to the kindness, patience and warm-welcome he has shown me in the course of time.

I also would like to thank Kokobe Tsibah Preparatory and Secondary School for facilitating and creating conducive environment to conduct the research. The school also deserves gratitude for its material and manpower assistance in duplicating and arranging the questionnaires.

My special thanks also go to my friend Igueh Elmi who has been usually with me in moral and material aid during all the entire course of the study. Without his help, completing my MA would have been unthinkable.

TABLE OF CONTENT

Acknowledgement.....	I
Table of content	ii
List of tables.....	v
Abstract	VI

Chapter One

1. Introduction	Error! Bookmark not defined.
1.1. Background of the study	9
1.2. Statement of the Problem	Error! Bookmark not defined.
1.3. Objective of the Study.....	Error! Bookmark not defined.
1.3.1. Main Objectives	12
1.3.2. Specific Objectives	12
1.4. Significance of the study.....	Error! Bookmark not defined.
1.5 Delimitation of the study.....	5
1.6 Limitation of the study	5

Chapter Two

2. Review of Related Literature	6
2.1. The importance of Speaking Strategies Skills in Language Teaching.....	14
2.2. Teachers' beliefs about Developing speaking skills.....	8
2.3. Strategies of Responding to Learners' errors and Mistakes	9
2.4 Language Learning Strategies	9
2.4.1. Cognitive Strategies	11
2.4.2. Metcognitive Strategies	11
2.4.3. Socio- Affective Strategies	11
2.5. Speaking Strategies and their Place in Language Learning.....	13
2.6. The importance of Using Appropriate Strategies	14

Chapter Three

3.	Research Methodology	22
3.1.	Resource Dedign.....	22
3.2.	Resource of the Data	22
3.3.	Setting of the Data.....	23
3.4.	Tools or Instruments of Data.....	16
3.4.1.	Classroom Observation	24
3.4.2	Video Recordings.....	24
3.4.3	Questionnaire	Error! Bookmark not defined.
3.4.4.	Interview	18
3.5.	Data Treatment.....	18

Chapter Four

4.	Data Analysis and Interpretation	19
4.1.	Students' Questionnaire.....	19
4.1.1	Teachers' Used Strategies	19
4.2.1	Strategies Used by Learners	26
4.3.	The Analysis of Classroom Observation.....	33
4.3.1	Classroom Observation checklist for Teachers.....	33
4.3.2.	Classroom Observation checklist for Learners.....	38
4.4.	Analysis of Interviews.....	42
4.4.1.	Teachers' Interviews.....	42
4.4.2	Students' Interviews	44
4.4.3.	The Analysis of Recordings.....	46

Chapter Five

5. Conclusions and Recommendations.....	47
5.1 Conclusion.....	47
5.2 Recommendation	49

Reference

Appendices

Appendix A: Students' Questionnaire

Appendix B: Classroom Observation Checklists

Appendix C: Teachers' Interview

Appendix D: Students' Interview

List of tables

Table 1: Responses of students related to teachers' strategies.....	19
Table 2: Responses given by the students on the kind of strategies they Perform to learn speaking skills.....	26
Table 3: Classroom Observation Checklist for identifying Strategies used by teachers	33
Table 4: Classroom Observation Checklist for identifying strategies used by learners.....	38

Abstract

The main objective of this study is to describe the classroom strategies of teaching/learning speaking skills in government high schools, especially in grade eleven. The researcher focused mainly on the strategies used by the teachers to teach speaking skills, strategies used by students to learn English speaking skills and how students' errors are corrected in the classroom.

To gather information on the above main objectives, various instruments were used. These are: classroom observation, students' and teachers' interview, students' questionnaire and video recordings.

The data were categorized and descriptively analyzed. The findings depicted that inappropriate speaking strategies were used in the mentioned grade level. Teachers were observed using the traditional way of teaching speaking which is dominated by asking and answering in the classroom. There has been little or no time given for the modern speaking skills teaching strategies such as group and pair discussions, oral report, drama, panel discussions and interviews.

The consequence of inappropriate speaking strategies used has resulted in the weak performance of the students' speaking skills. To that end, this research paper provides recommendations that could bring about a change in the strategies of teaching and learning speaking in the grade level studied so that current strategies of teaching speaking could be employed.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Speaking is the ability to convey ideas and opinion orally. In other words it is the ability to express oneself as clearly and as simply as possible to be understood by others. The major goal of teaching the productive skills of speaking, as Byrne writers, is the development of oral fluency, which he defines as “the ability to express oneself intelligibly, reasonably, accurately and without too much hesitation.

(Byrne, 1986: 9-10) the ability to express oneself accurately refers to the ability to use the structure, stress and intonation of a language. Hence, what is important is the process of achieving this ability. It must be pointed out that placing unrealistic emphasis on accuracy in speaking is important. This can only be developed by the emphasizing in the learning process the development of confidence and fluency in speaking.

In other words learners should be encouraged to use the language learning strategies instead of making them produce accurate language all the time. There will be some time when the teacher can focus on the correction of errors. But generally learners should be involved in carrying out activities that are graded to their level but also reasonably challenging. It is important that the strategies for the teaching of speaking must arouse the interest of the language learners.

Today the speaking skills is seen by some people as skills desirable in itself, its role as a essential for learning other things is prized more greatly, and is getting the attention of researchers and teachers in the day-to-day teaching activity (Jones, 1993:33).

It is believed by many scholars to be the most natural way of learning a new language (Rivers, 1989:110).

At the same time, from the teachers practical strategies and the research studies conducted concerning its importance place in language teaching and learning, it has come to be understood as vehicle of language learning through which much language is learnt (Bygate, 1993).

Generally speaking, it is a means of socializing oneself with others in and outside the classroom (Richards, 1989; Oxford 1990). Hence, since it is central to classroom education and almost everything goes through it, teachers and researchers in language teaching/ learning insist that putting a great effort is necessary to develop speaking competence (Brown, et, al 1984:10)

1.2 Statement of the Problem

Successful language learning does not depend only on good materials and teaching but also on the general individual strategies employed by the teachers. Learners are not computers which the teacher has to program; they actively construct their own syllabus, which influence the root that learning flows (Harmer, 1984).

And speaking is important part of the foreign language learning and teaching. For many years, As learning and teaching speaking skills has been undervalued and research not focused on significant of this skills. It is oral means of transmitting message that students produce out in various real-world contexts immediately as much as a possible the context needs.

However, because of different reasons students do not able to do so. This is perhaps lack of practicing opportunities in the target language, lack of confidence in communicative skills, fear of making mistakes while speaking... these and other constraints hoped to be decreased through practicing speaking skills in the classroom via verbal participation. This is because students have little exposure to exercise speaking outside the classroom.

Therefore, this study has observed students at public schools who have great difficulty in using for really communication and teachers who have faced great difficulty in teaching speaking strategy skills.

So, the researcher of this study feels that the problems are common among high school students. The researcher of this study thinks that from ineffective teaching strategies of speaking skills might result ineffective learning skills.

Even though a lot of research has been conducted into the teaching of speaking skills, especially, the research on strategies and techniques of speaking skills, very little has been done in Ethiopia.

For example, Tsegaye (1995) have conducted research on speaking strategies employed by college students respectively, he did not study speaking skills strategies employed by teachers. Nevertheless, none of these studies has revealed what the strategies of speaking skills as a whole is like. So, the research believes that this area merit attention and should be researched. The following questions are expected to be answered in the course of the study.

- What are the strategies teachers use to help their students learn speaking skills?
- What types of strategies do students use to learn speaking skills?
- How are the errors corrected in the classroom in teaching speaking skills?

1.3 Objective of the Study

1.3.1 Main Objectives

The general objective of the research is to describe the strategies of teaching the speaking skills.

1.3.2 Specific Objectives

Specific objectives of this study are:

- To observe strategies used by teachers to teach speaking skills
- To explore the strategies used by students and how they use them?
- To examine how student' speaking errors are corrected in the classroom?

1.4 Significance of the Study

The findings of this study are expected to have the following contributions: It will not only raise teachers' awareness of using appropriate strategies to teach speaking skills but also will give hints to future researchers and facilitate them to conduct their rese3arches. Students themselves may get the most suitable strategies for them to improve and learn speaking skills. In addition to that, this study may serve curriculum designer as a striating material.

1.5 Delimitation of the Study

The study focused on the speaking strategies used by both teachers and students at Kokebe Tsibah Preparatory and Secondary School in grade 11. In order to manage the study very carefully, it was delimited to grade 11 students of the above mentioned school.

1.5 Limitation of the Study

Due to time and financial constraints this study was limited to only one school. It would have generated more generalized information if it had included wider Area samples of different schools

CHAPTER TWO

2. Review of Related Literature

In this literature review chapter related to the topic of study, It will be theoretically reviewed the concept of teaching strategies skills to develop student's speaking ability. Teacher's beliefs about developing speaking skills, Strategies of Responding to learners Errors and Mistakes, Language Learning Strategies and the importance of using appropriate speaking strategies.

2.1 The importance of Speaking Strategies Skills in Language Teaching

Teaching speaking strategies is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those being discussed can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

However, speaking, despite its being the most difficult compared to the other skills, it has been given little or no recognition in educational thinking and certainly it has not been considered as vehicle of learning (Haliday, 1990). It has been in many ways an undervalued skills which could perhaps be because we can almost speak compared to writing and reading, so that take skills too

much for granted, or due to the fact that speaking is transient and improvised, and can therefore be viewed as facile, superficial, or glib (Bygate 1993).

Traditionally, therefore, for these and other reasons, the first task of teacher has been to ensure that children could read and write. In other words, as Halidays notes, “Once a child is literate, it is assumed that he or she can use written language as a tool for learning in the same way that he or she has always learnt through spoken language (1990)”. Nevertheless, despite the little recognition given to it in education thinking, the dynamic changes, and development in methods of language teaching throughout history reflect recognition of changes, in the kind of proficiency rather than reading learners need, such as a move towards oral proficiency rather than reading comprehension, for example, as the only goal of language study (Richards et al 1989).

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

2.2 Teacher’s beliefs about Developing speaking Skills.

Different teachers have different beliefs about developing speaking strategies skills. Accordingly to (Byrne, D. 1990, Hedge, T. 2000 and Nunan, D., Lamb, C. 1996), some teachers get students to practice speaking in small groups. As to them, students are more relaxed and willing to speak in small groups than in front of the class. They accept that it is inevitable that students will use the mother tongue a lot, but teachers should tolerate this, while at the same time encourage them, as they gain experience and confidence, to use English more and more in their discussions.

Other teachers also think that controlled speaking activities are sufficient for students to learn to speak fluently. They focus on accuracy and do not like their students to make mistakes. For this purpose they frequently use drills. Still others say they would like to spend time on developing the speaking skills of their students, but they complain that they have to finish the text book and therefore that they have no time. They also complain that their class is too large for oral work that oral work is unnecessary, noisy, and difficult to organize and time consuming and only ends up with students making errors. They also complain that their students do not want to speak in English in class anyway. Some teachers, on the other hand, encourage their students to share ideas and information small groups. They believe that when students use language for a genuine purpose, they are more likely to improve their skills and confidence in speaking. They encourage their students to use any English they know in order to communicate meanings, but they are worried that they generally fail to produce even reasonably accurate English. Some others provide regular opportunities for their students to practice speaking for fluency. They recognize that errors in speaking are inevitable, but they believe teachers should not ridicule students who make errors and they should try to help them avoid errors as much as possible.

They do this by selecting interesting, reasonably familiar topics for discussion, by making sure that their students understand very clearly what they have to do, and by making sure that they have enough time to plan and prepare what they are going to say before they speak in groups. They believe this reduces pressure on students and allows them to produce their most English. Even others believe that students do not need to talk in order to develop fluency. They believe students will learn the language best by listening, reading and writing. They believe speaking will come naturally when students need it.

2.3 Strategies of responding to learners Errors

According to Parrot (1993), teachers can respond to learner's errors and mistakes in a number of ways as teaching speaking skills is concerted. Some of the strategies used to do this are listed below.

Teachers can stop the students and either:

- Invite him/ her to correct him/ herself;
- Promote him to correct him/ herself by indicating the nature of the error or mistake or where it was in the sentences;
- Encourage other students to supply a correction;
- Supply a correction himself.
- They can make a lot of error and draw attention to it at a later stage individually or with the whole class.
- They can choose not respond.

As the decision about how to respond to the students' errors is concerned, there are factors teachers need to take into account, Parrott (Ibid).

- The students' purpose in speaking (was he concentrating on accuracy or on fluency?)
- The nature of the error (is this something the learner can correct himself?).
- The personality of the student (is he confident?).
- The ability of the students (is accuracy a priority for him or her);
- The ease with which the error can be corrected (Parrot, 1993).

2.4 Language Learning Strategies

Strategy research has led to a distinction between strategies employed for different purposes such as communication, performing in the language retrieving information and the process of speaking. Listening, reading and

writing, to name only a few Cohen (1998) categories strategies into two areas: those for the use of language, and those for learning the language:

Second language learning strategies encompass both second language and second language use strategies. Taken together they constitute the steps or actions consciously selected by learners either to improve the learning the use of it of or both.

A number of studies of studies (O'Malley and Chamot 1990; Oxford (1990) led to the introduction and development of diverse taxonomies. Rubin (1981) include the following categories of strategies: clarification/ verification, guessing/ deductive inferencing, deductive reasoning, practice, memorization and monitoring. O'Malley and Chamot (1990) divide strategies in to three dimensions: metacognitive strategies, cognitive strategies and social- affective strategies. Oxford (1990) developed a taxonomy that divides strategies into indirect and direct strategies: are those that directly involve the target language while strategies provide indirect support for language learning through focusing, planning, evaluating seeking opportunities, controlling anxiety, increasing cooperation and empathy and other means (p.151). Direct strategies includes memory, cognitive and compensation strategies and indirect strategies include metacognitive, effective and social strategies.

2.4.1 Cognitive Strategies

Hedge (2000) defines cognitive strategies as thought processes used directly in learning which enable learners to deal with the information presented in tasks and materials by working on it indifferent ways operate on incoming information, manipulating it in ways that enhance learning (O'Malley and Chamot, 1990). Cognitive strategies include repetition, resourcing, grouping, not taking, deduction, induction, substitution, elaboration translation, transfer and inference.

Metacognitive Strategies

Metacognitive strategies involve planning for learning, thinking about learning and how to make it effective, self monitoring during learning and evaluation of how successful learning has been after working on language in some way (Hedge, 2000). In addition, Wenden (1991) states “Metacognitive Knowledge include all facts learners acquire about their own cognitive processes as they are applied and used to gain knowledge and acquire skills in varied situations.”

2.4.2 Socio- Affective Strategies

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

For example, include initiating conversations with native speaker, using other people as information about the language, collaborating on tasks, listening to the radio or watching TV program in the language, or spending extra time in the language laboratory. They are related with social mediating activity and transacting with others.

Some of the strategies are:-

- Question for clarification asking for explanations, verification, rephrasing or examples about the material; asking for clarification or verification about the task, posing questions to the self.
- Cooperation: working together with peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.

- Self-talk: reducing anxiety by using mental techniques that make one. Feel competent to do the learning task.
- Self- reinforcement: providing personal motivation by arraigning reward for one self when a language activity h
- As been successfully completed.

2.5 Speaking Strategies and their Place in Language Learning

An important component of language learning strategy is speaking strategies oral strategies are referred to in the literature as combinative strategies, conversation skills or oral communication strategies for the purpose of this research paper, strategies are those devices used by students to solve any communication problem when speaking in English. According to O'Malley and Chamot (1990), speaking strategies are crucial because they help foreign language learners “negotiating meaning where linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target” (p.43).

One goal of language learner may be to speak foreign language indifferent oral exchanges and ultimately to be competent speaker. For hedge (2000) a competent speaker knows how to make use of speaking strategies. Hedge (Ibid) comments that: these strategies come into play when learners are unable to express what they want to say because they lack the resources to do so successfully” p.52) these verbal and nonverbal strategies (e.g. verbal circumlocution, clarification, non-verbal mimicry, gesture, etc.) may be used compensate for breakdown in communication or for unknown words or topics, and they may also be sued to enhance effective communication. Speaking strategies are essential, since they provide foreign language learners with valuable tools to communicate in the target language in diverse situations. However, there is disagreement as to whether or not to teach speaking

Strategies. Keller man (1991) advocates against such training and believes that learners can transfer these strategies naturally from their native language to the target language. On the other hand, Canale (1983) encourages training in speaking strategies because:

..... Learners must be shown how such a strategy can be implemented in the second language.... Furthermore, learners, learners must be encouraged to use such strategies (rather than remain silent....) and must be given the opportunity to give them (p.11).

Speaking strategies are very important, because they may enable language learners to speak the foreign language in different oral exchanges and ultimately to be a competent speaker. For Hedge (2000) a competent speaker knows how make use of speaking strategies.

2.6 Teaching Different Strategies in speaking skills

To develop students speaking skills, and strategies employed by teachers are the important factors to be considered, because they are very significant for language learners to achieve their speaking learning goals. Nunan(1991), states that it is important to have a clear understanding about the wide range of strategies and procedures through which oral ability can be developed. To achieve learners' speaking skills, Underhill (1987) has identified about twenty different elicitation ways to teach speaking skills. Discussion, oral report, learner joint discussion, role play, interview and learner-learner description/re-creation are interesting techniques, to be used by teachers to develop speaking skills. In addition to the above mentioned ways, one can also use form filling, appropriate response, question and answer, picture stories, instructions, retelling stories, and translation to teach speaking skills. Lastly, Underhill (Ibid) suggests the systematic use of dialogue, sentence correction and reading aloud as alternative teaching ways to elicit speaking.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

This is a descriptive study. Since the study is mainly concerned with describing what strategies used by language teachers/students to teach/learn speaking skills, the researcher has chosen this method. Moreover, the researcher also felt that it would enable him to have access to multiple instruments of gathering information.

3.2 Resource of the Data

The main participants of the study were teachers and students of Kokebe Tsibah secondary and preparatory school. Four teachers of grade 11 used as respondents to provide information needed for the study. These teachers were selected because of their similar educational background and experience. 181 students taught by the selected teachers who were expected to give the data needed for the research.

3.3 Setting of the Data

The study will be conducted at Kokebe Tsibah secondary and preparatory public school located in Addis Ababa, which is found in Yeka zone in Addis Ababa region.

And this school is chosen the following reasons:

- It is among public schools where researcher assumes the problem exists.
- It is where researcher believed the staff of the school would help him to conduct his research.

3.4 Tools or Instruments of Data Collection

3.4.1 Classroom Observation

In this study classroom observation was employed as a major tool to assess what actually happens in the speaking classes. The reason behind choosing classroom observation as a major instrument is that it is impossible to rely on only what people say. Gathering information through observation gives a direct experience and that it makes possible to study certain teaching process and teachers' behaviors as they actually occur during teaching process.

On this point Selinger (1989) says classroom observation is important in descriptive and other qualitative research for collecting genuine and pertinent data on teachers' and students' behaviors in the actual setting.

Observation was made in four sections in Kokobe Tsibah Secondary and Preparatory School. Each section was observed for four periods using video recorder to make the observation more reliable. Then the data was analyzed based on a pre-designed checklist derived from the review of literature.

The observation was carried out before the interview. Question was with the same teachers so that possible data contamination might be minimized although not avoided altogether. For instance, if teachers research, and hence they might show artificial behaviors during observation. That means, teachers might do what they do not actually do under normal circumstance if they understand what the focus of the research is.

3.4.2 Tape and Video Recordings

The video-recordings were used for the study (especially for classroom Observation and interview. To increase the reliability of the data, video recordings were also used as an alternative method of data gathering.

3.4.3 Questionnaire

Questionnaire is a set of questions on a topic or a group of topics designed to be answered by respondents. Therefore, the researcher designed questionnaire for both teachers and students to gain data from them. They were close-ended questions and I designed them to know the strategies used by teachers while teaching speaking skills and the types of strategies students use to develop their speaking abilities in and outside of the classroom.

The researcher met with the school director on 15 April, 2014. Through the director of the school, the researcher met with the English department head and discussed how to conduct the research. The head for English Department chose four teachers who have similar educational status and experience. The next day, 16 April, 2014, discussion was held with the selected teachers asking about the periods they teach. The next week the researcher started observing the selected sections and after the observations were done the researcher started distributing the questionnaires to students. 60 students filled the given questionnaires and The data gathered through this instrument was presented in the form of table; chart and it was analyzed and interpreted numerically through using frequency and percentage.

3.4.4 Interview

In addition to the questionnaire, as a researcher, I used interview to get relevant information that strengthen the data gathered through other instruments. Five Open-ended questions were designed for teachers who were teaching the selected sections and asked questions concerned the strategies they use to advise and encourage their students to develop and improve their speaking skills. Similarly, students from all the four sections (each section four students) in total of 16 students were selected by their teachers based on their

English speaking abilities. They were from each level (low, medium and good speakers). And the researcher interviewed those students asking the same questions that were asked their teachers concerned about the types of strategies they use to improve their speaking capacity. And raw facts collected by this instrument, was treated by interpreting and analyzing through deep discussion of the gained responses.

3.5 Data Treatment

The data were gathered through those four instruments of data collection i.e. questionnaire, observation, interview and video recordings. Then, it was used percentage to analyze and interpret the raw fact.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

4.1 Students' Questionnaire

4.1.1 Teachers' used strategies.

In the following, respondents were asked to report about their teachers' strategies used during teaching speaking skills. Their responses are presented in the table below.

Table 1: Responses of students related to teachers' strategies.

no	ITEMS		Always	Often	Sometimes	Rarely	Never	Total
1	Helps me how to paraphrase sentences	Fre	25	19	7	4	5	60
		%	41.667	31.667	11.667	6.667	8.667	100
2	Assists me to describe Pictures	Fre	2	10	14	16	18	60
		%	3.333	16.667	23.333	26.667	30	100
3	Advices me to watch English channels to learn speaking	Fre	16	4	13	7	20	60
		%	26.667	6.667	21.667	11.667	33.333	100
4	Encourages me to have English speaker friends.	Fre	11	14	20	5	10	60
		%	18.333	23.333	33.333	8.333	16.667	100
5	Advices me to speak English inside the classroom and out.	Fre	18	5	18	6	13	60
		%	30	8.333	30	10	21.667	100
6	Advices me not to be afraid of errors during speaking.	Fre	33	5	15	7		60
		%	55	8.333	25	11.667		100
7	Help me not be so much concerned with accuracy	Fre	15	13	18	7	7	60
		%	25	21.667	30	11.667	11.66	100

8	Help us to correct our errors in our pair and group work.	Fre	35	7	18			60
		%	58.333	11.667	30			100
9	Gives me chances to participate in speaking activities.	Fre	8	13	7	12	20	60
		%	13.333	21.667	11.667	20	33.333	100
10	Others	Fre			5	8	.47	60
		%			8.333	13.333	78.333	100

Apparently from the table above, the total of 60 student, the majority of respondents 24 (41.66%) responded 'always' that the teacher helps them to paraphrase sentences. While 19 (31.66%) replied 'often', but 7 (11.66%) answered 'sometimes' teacher helps them paraphrasing sentences. Only 4 (6.67%) stated 'rarely' and 5 (8.67%) said 'never' that they are helped to paraphrase sentences.

The classroom observations and recordings also showed that teachers help their student to paraphrase sentences frequently. From the total of sixteen classroom observations, the first teacher used paraphrasing sentences three times but the other second two teachers used twice while one teacher did not use paraphrasing sentences at all.

Relating to assist students to describe pictures, 16 (26.67%) of students replied 'rarely' and 18 (30%) said 'never' that teachers use describing pictures. While 10 (16.33%) answered 'often' and 14 (23.33%) stated 'sometimes' but 2 (3.33%) of students said that teachers 'always' use describing pictures.

The data from other tools (observations and recordings) also showed that teachers were rarely seen teaching to assist students to describe pictures.

Asked if students were given advices to watch English channels to learn speaking, 16 (26.67%) replied 'always' and other 4 (6.67%) said 'Often'. however 13 (21.67%) stated 'sometimes' while 7 (11.67%) answered 'Rarely' and the rest of respondents 20 (33.33%) 'Never' their teachers give them advices to watch English channels to learn speaking skills.

Even though, from other data tools the part of teacher's interview, question number four. Where do you advise your students to practice their English outside the classroom? With respect; they all claimed that they advise their student to watch English channels but according to the recording part during classroom observation. None of the teachers advised or gave any listening homework to their students to practice their speaking at home. But Nunan (1991) suggests that teachers need to provide activities to students which enable them to use the language outside the classroom, in our context, Students could be given as homework listening national and international English channels Activities and come back with a report to the classroom. The other possibility is Students would be sent to English television or radio programs so that they can Interview some officials. And those results of the interview could also be reported back to their classrooms.

Regarding the fifth question, 11 (18.33%) of respondents answered 'always' that teachers advise them to have English speaker friends. 14 (23.33%) replied 'often' and 20 (33.33%) stated 'sometimes'. 5 (8.33%) said 'rarely' while other 10 (16.67) answered 'never'.

However, According to the student's interview part of other tools. Most of respondents said that they do not have English speaker friends. And teachers admitted that it is not easy for students to have native speakers in the community even though they claimed that they advise their students to find places to practice their speaking. However, (Krashen, 2003) says "second language acquisition, I need to define conversation in a limited way: conversation here refers only to interaction with a native speaker who is motivated to try to help the second language acquirer understand, and who is

genuinely interested in the acquirer as a person. In other words, conversation with "foreigner talk", if it is necessary and with a real or potential friend, business associate, etc. There will be no attempt to demonstrate that this sort of conversation has any effect on conscious learning. It only could if the conversational partner was a language teacher and/or the acquirer was an extremely gifted inductive learner. It does appear to be the case; however, that conversation defined in this way has the maximum impact on subconscious acquisition. Conversation with someone who is interested in interacting with you, and who is trying to help you understand what he is saying, is good for second language acquisition”.

Asked if teachers advise their students to speak English inside and outside of the classroom, 18 (30%) of respondents replied ‘always’. Only 5 (8.33%) answered ‘often’. When 18 (30%) said ‘sometimes’ and only 6 (10%) stated ‘rarely’. The other 13 (21.67) answered ‘never’.

But according to the observations and recordings that was made by the researcher during classroom activities Students were frequently using Amharic language and were asking and answering questions to each other in Amharic. Teachers were the only people they were speaking English with during asking or answering questions. However

Concerning the question of whether teachers advise their students not to be afraid of errors during speaking class presentations, the majority of students 33 (55%) said ‘always’ but only 5 (8.33%) replied ‘often’. When 15 (25%) answered ‘sometimes’. The rest respondents of 7 (11.67%) said ‘rarely’ and 0 of (0%) respondents stated ‘Never’.

During the classroom observations the researcher observed that teachers were rarely interrupting students to correct their mistakes during speaking. However, according to the second language acquisition theory presented by (Krashen, 2003) when error correction "works", it does so by helping the learner change his or her conscious mental representation of a rule.

In other words, it affects learned competence by informing the learner that his or her current version of a conscious rule is wrong. Thus, second language acquisition theory implies that when the goal is learning, errors should indeed be corrected (but not at all times). The theory maintains however, that error correction is not of use for acquisition. Acquisition occurs, according to the input hypothesis, when acquirers understand input for its meaning, not when they produce output and focus on form.

Regarding the question of whether teachers help students not be concerned with accuracy, 15 (25%) respondents replied 'always' and 13 (21.67) said 'often'. 18 (30%) answered 'sometimes' while 7 (11.67%) stated 'rarely' and other 7 (11.67%) respondents concluded 'never'.

The teacher's interview also indicates that most of teachers believed to focus on fluency more than accuracy. One teacher among four said both fluency and accuracy are important.

Asked whether teachers help their students to correct their errors in pair and group work, the majority of respondents 30 (58.33%) answered 'always' and 7 (11.67%) said 'often'. The rest 18 (30%) concluded that 'sometimes' their teachers help them to correct their errors in pair and group work.

Even though, during student's interview some of the respondents said that they rarely correct their errors in group work but they ask the teacher instead. A few students stated that they discuss with their friends to correct their errors in pair and group work.

It is necessary to mention that teachers working with the whole class are likely to interact with only a small number of learners Richards and Lockhart, 1999 claim. Teachers usually tend to interact with learners within their action zone, i.e. 'those students with whom the teacher regularly enters into eye contact; those students to whom the teacher addresses questions; and those students who are nominated to take an active part in the lesson' (p.139). And similarly, during classroom observations the researcher observed that teachers were giving chances for speaking to good level speakers but as some students

mentioned in students' interview part talking in front of the classroom may be very stressful for some students.

Regarding the question ten, the majority of respondents 47 (78.33%) replied 'never' their teachers give chances to participate in speaking activities and 8 (13.33%) said 'rarely' while the remaining 5 (8.33%) respondents answered sometimes.

Similarly in students' interview, students also complained about not getting chances to practice and improve their speaking but teachers claimed that some students are willing or have no interest to take part speaking activities in the classroom. In other hand, teachers mentioned that they do not have enough time to allow all students to present their presentations because they believed that they should also follow the school text book program which are the main used materials in the school. However, according to (Bygate, 1987) A teacher who does not allow the students to provide negotiated feedback is going to find it extremely difficult to use their own communication strategies in making accessible their classroom talk. Therefore without meaningful student feedback, teachers will remain in the dark to know whether they have been understood or not. So the effective functioning of students' talk depends at least in part on the teacher's own effective use of communication. Otherwise it will be an uncertain context for the teacher to make assessments of the learners' oral proficiency or of their progress. The problem then is, what are the features of teachers' talk which can help students ' talk, and how can they be promoted? Maybe these – rather than the question of the value of recasts – are the issues which need attention

Asked if teachers use other strategies to teach speaking skills, only 5 (8.33%) replied 'sometimes' while 8 (13.33%) respondents said 'rarely'. But the majority of the respondents 47 (78.33%) answered 'never' that teachers use any other strategies to develop teaching speaking skills.

Similarly, other data gathering also showed that teachers were not using different strategies to help students improve their speaking skills.

4.2.1. Strategies used by Learners

To see what kind of strategies students use, 16 questions were

Asked and the responses are presented in the table below.

Table 2: Responses given by the students on the kind of strategies they Perform to learn speaking skills

No	ITEMS		Always	Often	Sometimes	Rarely	Never	Total
1	I speak English outside the Classroom.	Fre	8	5	22	8	17	60
		%	13.333	8.333	36.667	13.333	28.333	100
2	I speak to my class-mates in English inside the classroom	Fre	8	9	20	14	9	60
		%	13.333	15	33.333	23.333	15	100
3	I take part in pair and group work to improve speaking skills.	Fre	19	8	23	5	5	60
		%	31.333	13.333	38.333	8.333	8.333	100
4	I paraphrase any sentence I hear from my teacher	Fre	25	14	13	4	4	60
		%	41.667	23.333	21.667	6.667	6.667	100
5	I correct my errors myself when I do mistake while speaking	Fre	21	5	19	12	3	60
		%	35	8.333	31.667	20	5	100
6	I practice orally any new English expressions.	Fre	13	9	24	8	6	60
		%	21.667	15	40	13.333	10	100
7	I practice new words and grammar in meaningful context.	Fre	15	7	27	10	1	60
		%	25	11.667	45	16.667	1.667	100
8	I ask my teacher or classmates to tell me expression when I don't the right one .	Fre	17	7	17	6	13	60
		%	28.333	11.667	28.333	10	21.667	100
9	I don't fear of mistakes when I am speaking English.	Fre	22	4	17	13	4	60
		%	36.667	6.667	28.333	21.667	6.667	100

10	I share the effective speaking strategies with my teacher and classmates.	Fre	13	6	24	12	5	60
		%	21.667	10	40	20	8.333	100
11	I exchange the new expressions with my friends.	Fre	17	19	9	7	8	60
		%	28.333	31.667	15	11.667	13.333	100
12	I ask my teacher questions for verification and more explanations in class.	Fre	27	13	11	6	3	60
		%	45	21.667	18.333	10	5	100
13	I arrange my own schedule to practice English speaking	Fre	4	13	13	12	18	60
		%	6.667	21.667	21.667	20	30	100
14	I encourage myself by thinking and speaking short and long sentences.	Fre	19	9	21	3	8	60
		%	31.667	15	35	5	13.333	100
15	When I can't express my ideas in English I use physical expression instead.	Fre	5	8	20	6	21	60
		%	8.333	13.333	33.333	10	35	100
16	Others	Fre			2	8	50	60
		%			3.333	13.333	83.333	100

As it can be seen from the table above, 8 (13.33%) replied 'always' that they speak outside the classroom and 5 (8.33%) said 'often' while 22 (36.67%) of respondents answered 'sometimes'. 8 (13.33%) stated 'rarely' and the rest 17 (28.33%) concluded that they 'never' speak English outside the classroom.

During student's interview most of respondents said that they rarely speak English outside the classroom because, '*...I want to speak English outside the classroom but most of friends do not want or have no interest practicing with me ...so, I stopped it*' one respondent stated.

Regarding the second question, 8 (13.33%) answered 'always' and 9 (15%) said 'often' that they speak to their class-mates in English inside the classroom. While 20 (33.33%) stated 'sometimes' and 14 (23.33%) answered 'rarely'. The rest 9 (15%) responded 'never'.

Similarly, as the researcher mentioned in teacher's used strategies table 1 question number six. According to the classroom observations students were

using Amharic language during group work discussions and they were rarely seen speaking English to each other in or outside the classroom. However, In order to avoid students using their mother tongue, Harmer (2001) suggests several actions to promote the use of the target language. Firstly, the teacher needs to ‘set clear guidelines’, making it straightforward when mother tongue is permissible and when it is not. Secondly, it is important to ‘choose appropriate tasks’, i.e. tasks which the students, at their level, are capable of doing in the target language. Harmer points out that it is not wrong to ‘stretch’ students ‘with challenging activities which engage them, but it is clearly counterproductive to set them tasks they are unable to perform’ (p.133). Furthermore, it is advisable to create an English atmosphere. Harmer suggests giving students names in the target language and making English the classroom language as well as the language to be learnt.

Asked if they take part in pair and group work to improve their speaking skills 19 (31.33%) respondents replied ‘always’ and 8 (13.33%) said ‘often’. But the majority of respondents 23 (38.33%) stated ‘sometimes’ that they take part in pair and group work. 5 (8.33%) said ‘rarely’ while other 5 (8.33%) answered ‘never’.

According to other tools (observations and recordings) also showed that the total of eight classroom observations pair and group work were done three times in classroom presentations. To conclude, Harmer calls for a balanced use of different groupings ‘in order to create positive learning for our students, not provoke negative reactions’ (p.249). This is certainly very important, nevertheless, talking about developing speaking skills and the use of organizational forms, whole-class teaching, group work, and pair work will play the leading role in this process. Saying “There are more people to react with and against in a group and, there is a greater possibility of discussion.

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, 245-246) 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). moreover, Richards and Lockhart (1999, 153) 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.

Concerning question four, the majority of respondents 25 (41.67%) replied 'always' and 14 (23.33%) answered that they paraphrase any sentence they hear from their teacher. 13 (21.33%) said 'sometimes' and 4 (6.67%) responded 'rarely' while the rest 4 (6.67%) 'Never'

Related to whether students correct their errors themselves when they do mistakes while speaking, 21 (35%) respondents replied 'always' and 5 (8.33%) others said 'often'. But the majority of students 19 (31.33%) stated 'sometimes' they correct themselves while speaking. 12 (20%) respondents answered 'rarely' while the other 3 (5%) responded 'never'.

However, the researcher observed that mostly students were asking their teachers when they do mistakes during speaking activities and their teachers were not encouraging or advising students to correct their mistakes among themselves or giving activities like that in the classroom.

Even though, teachers said during their interview that they mix the low level students with good speakers so that they can help one another.

Richards, Lockhart (1999), and Nunan, Lamb (1996) agree that group work together with pair work change the interactional dynamics of the classroom.

Nevertheless, Harmer (1992) proposes that group work is even more dynamic than pair work: There are more people to react with and against in a group and, there is a greater possibility of discussion. 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, 245-246)

Regarding question six, 13 (21.33%) respondents replied 'always. that they practice orally any new English expressions and 9 (15%) said 'often'. But majority of students 24 (40%) responded 'sometimes' while 8 (13.33%) stated 'rarely'. The remaining other 6 (10%) answered 'never' respectively.

Asked whether students practice grammar in meaningful context, 15 (25 %) replied 'always' and 7 (11.67%) said 'often). But majority of the respondents 27 (45%) answered 'sometimes' they practice grammar in meaningful context. 10 (16.33%) responded 'rarely' while the remaining 1 (1.67%) respondent answered 'never'. However,

(Brown and Yule 1991, 32) notes, the opportunities for practice, if teacher is the only 'senior' conversationalist available, are obviously limited. It seems likely that any serious attempt at practicing spoken English would involve mixing learner sat different levels for conversation practice, so that advanced level students would take the senior role in a conversation and support the relative beginner.

Concerning asking the teacher or classmates to tell them when they do not know the right one, 17 (28.33%) respondents said 'always' and 7 (11.67%) replied 'often' when 17 (28.33) others responded 'sometimes'. 6 (10%) answered 'rarely' and the remaining 13 (21.67) stated 'never' that they ask their teacher or their classmates when they do not get the right expressions.

According to students interview, the majority of respondents mentioned that they ask their teacher when the fail to express their ideas in English language.

As far as the nine question is concerned, the majority of respondents 22 (36.67%) answered 'always' and 4 (6.67%) said 'often' that they do not fear of mistakes when they are speaking English. 17 (28.33%) of respondents replied 'sometimes' they do while 13 (21.67%) responded 'rarely' and the rest of 4 (6.67%) respondents concluded 'never'.

Regarding question ten, 13 (21.33%) respondents answered 'always' and 6 (10%) responded 'often'. The majority of respondents 24 (40%) replied 'sometimes' that they share the effective speaking strategies with their teacher and classmates. However, 12 (20%) said 'rarely' and the remaining 5 (8.33%) responded 'Never' respectively.

Doff 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. (1991, 141) Harmer (1992), and Richards and Lockhart (1999) also discuss allocating learners to groups according to their level of knowledge – mixed ability groups and shared ability groups. Harmer assumes that learners working in mixed ability groups will both benefit from the arrangement. He admits that weaker learners may be overpowered by stronger learners; but, at the same time, Harmer claims that stronger learners will not be unnecessarily hindered 'from getting the maximum benefit from the activity' (p.246).

Concerning exchanging the new expressions with their friends, 17 (28.33%) respondents said 'always' and 19 (31.67%) responded '(often) that they exchange the new expressions with their friends. 9 (15%) respondents said 'sometimes' and 7 (11.67%) answered 'rarely' while the rest 8 (13.33%) stated 'never' respectively. A

Regarding whether students ask their teacher questions for verifications and more explanations in class, the majority of respondents 27 (45%) answered 'always' and 13 (21.33%) replied 'often'. 11 (18.33%) respondents said 'sometimes while 6 (10%) responded rarely and the remaining 2 (3.33%) stated 'never' that they ask questions their teacher for verification.

Regarding the question twelve, 4 (6.67%) respondents said 'always' and 13 (21.67%) responded that 'often' they arrange their own schedule to practice English speaking. 13 (21.67%) respondents answered 'sometimes' while 12 (20%) said 'rarely'. But the 18 (30%) remaining respondents stated 'never. During student's personal interview most of respondents mentioned that they do not give much time to practice their English except the classroom activities. Asked if they use physical expressions when they cannot express in English, 5 (8.33%) respondents answered 'always' and 8 (13.33%) said 'often'. But 20 (33.33%) respondents stated 'sometimes' they use physical expressions while only 6 (10%) responded 'rarely'.

However, the majority of respondents 21 (35%) answered that they 'Never' use any physical expressions. Similarly, as mentioned in the other gathered tools, (observations, interview and recordings) also indicate that mostly students use their mother-tongue language when they fail to express their ideas in English. Even though, teachers claimed during the personal interview that they advice their students to speak English in the classroom. But according to the classroom observations data, sometimes, the teachers themselves were observed using Amharic language to explain the meaning of some new English words to their students.

Regarding the last question whether students use other strategies rather than mentioned, most of respondents 50 (83.33%) said that they ‘Never’ any other strategies. However, 8 (13.33%) and only 2 (3.33%) answered ‘rarely’ and ‘sometimes’.

4.3 The Analysis of Classroom Observations

To see if the teachers use their strategies effectively in teaching speaking skills, a checklist was prepared and used during the classroom observations as follow.

4.3.1 CLASSROOM OBSERVATION CHECKLIST

Checklist for identifying Strategies used by teachers

No	Does the teacher	Teacher 1								Teacher 2							
		Day								Day							
		One		Two		Three		Four		One		Two		Three		Four	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Help students to paraphrase sentences	√		√		√		√		√		√		√		√	
2	Advise students to speak English inside the classroom.		√		√		√		√		√		√		√		√
3	Advise students to speak English outside the classroom.		√		√		√		√		√		√		√		√
4	Help learners to learn the effective strategies for speaking.		√		√		√		√		√		√		√		√
5	Advise learners not to be afraid of errors during speaking	√		√		√		√		√		√		√		√	
6	Help them to correct their speaking errors in pairs and group work.		√		√		√		√		√		√		√		√

7	Advise them to watch English channels		✓		✓		✓		✓		✓		✓		✓		✓
8	Encourage students to say something in English.	✓		✓		✓		✓		✓		✓		✓		✓	
9	Advise students to take part in pair and group work.	✓		✓		✓		✓		✓		✓		✓		✓	
10	Help learners to imitate the way native and proficient speak English.		✓		✓		✓		✓		✓		✓		✓		✓
11	Others		✓		✓		✓		✓		✓		✓		✓		✓

No	Does the teacher	Teacher 3								Teacher 4							
		Day								Day							
		One		Two		Three		Four		One		Two		Three		Four	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Help students to paraphrase sentences	✓		✓		✓		✓		✓		✓		✓		✓	
2	Advise students to speak English inside the classroom.	✓		✓		✓		✓			✓		✓		✓		✓
3	Advise students to speak English outside the classroom.		✓		✓		✓		✓		✓		✓		✓		✓
4	Help learners to learn the effective strategies for speaking.		✓		✓		✓		✓		✓		✓		✓		✓
5	Advise learners not to be afraid of errors during speaking		✓		✓		✓		✓		✓		✓		✓		✓
6	Help them to correct their speaking errors in pairs and group work.		✓		✓		✓		✓		✓		✓		✓		✓
7	Advise them to watch English channels		✓		✓		✓		✓		✓		✓		✓		✓

8	Encourage students to say something in English.	√		√		√		√		√		√		√		√	
9	Advise students to take part in pair and group work.		√		√		√		√		√		√		√		√
10	Help learners to imitate the way native and professional people speak English.		√		√		√		√		√		√		√		√
11	Others		√		√		√		√		√		√		√		√

A checklist was prepared during continuous observations. To see the classroom used strategies of teaching speaking skills. The checklist was filled for all the sixteen days four times for each teacher separately for all sections of study. However, the final data were presented as shown above. Apparently, from the checklist teachers were not using effective strategies to teach students speaking abilities.

According to many writers (Richards and Rodgers, 1986; Cunningsworth, 1979) recommend us to use supplement lessons with teaching materials available (radio, CDs, Cassettes and other teachers made tools like tables, diagrams and charts). But all the teachers were not using these materials to teach speaking skills instead they were using only text books through explanation, paraphrasing sentences, asking and answering and rarely dialogues which is completely the traditional strategy to teach lessons.

The majority of teachers were teaching paraphrasing sentence mostly but one teacher was using the role play strategies. However, he did not give chance to all the groups to present their performances. Even though, this might be the large size of the class,

But He was repeatedly observed giving chance to only good speakers in the class. In addition to that, when the first group presented their work he did not open any discussion or gave chance to other students to ask questions. Simply, he was explaining about what students presented. He could have at least asked students some questions about the presentation instead, what they understood and what they think.

But, he directly started giving students a classroom exercise generally, teachers were observed not encouraging students to speak more English in and outside the classroom. Mostly, students were communicating in Amharic during class activities. This could be lack of motivation because, if teachers do not motivate students to speak English in the classroom. The student's speaking abilities will never improve. As mentioned before, students do not use the target language beyond the classroom and that is why they need to use Amharic inside the classroom. Although, Harmer (2001, 132) agrees with Nunan and Lamb pointing at the fact that it is not wise to stamp out the mother tongue use completely. Harmer thinks that such an approach will not work; and, what is more, it may discourage those students who feel the need for it at some stages. However, while doing an oral fluency activity, the use of language other than English makes the activity pointless, therefore, it should be a teacher's duty to try and insist on the use of the target language. On the other hand, it is appropriate to be more relaxed about using the target language in other pedagogic situations, though the teacher should continue to encourage students to try to use it as often as possible. Teachers are a principal source of comprehensible input playing an important part in language acquisition; therefore, the teacher should speak in the target language as much as possible in the class, especially since if he or she does not, students will not see the need to use the target language either. At lower levels, the use of mother tongue may help both the teacher and students, such as in an explanation or discussion of methodology, or giving of announcements to communicate the meaning more easily. (Harmer 2001, 132)

But during the classroom observations teachers were not advising their students to speak or practice English outside the classroom or watch/listen any channels to develop their speaking abilities. Even though some students said they watch some English channels and Listen some English songs. They added that they were watching those channels not because of school requirement but because of their interests based on learning English language. During the personal interview, Teachers complained that the school has not any lap or Audio-video aids to encourage students to watch or listen something in English.

However, writers say, Language teacher should attempt to associate the language they are teaching with the situation outside the classroom. Smith (1983) in Freeman (1999) has explained that people do not learn if they are confused or bored. When school topics do not relate to students" lives, they may find themselves confused or bored. Moreover, when students cannot understand the language instruction, they may become frustrated. The problem is also connected with the students" motivation.

4.3.2 CLASSROOM OBSERVATION CHECKLIST

To see the types of strategies students use to develop their learning speaking skills; a checklist was prepared and used during the classroom observations as follow.

Checklist for identifying strategies used by learners

No	Do the students	Teacher 1								Teacher 2							
		Day								Day							
		One		Two		Three		Four		One		Two		Three		Four	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Speak English inside the classroom		√		√		√		√		√		√		√		√

2	They take part in pair and group discussions work		✓		✓		✓		✓		✓		✓		✓		✓
3	They paraphrase sentences	✓		✓		✓		✓		✓		✓		✓		✓	
4	They ask their teacher to correct their mistakes while speaking	✓		✓		✓		✓		✓		✓		✓		✓	
5	They practice new words and grammar in meaningful context		✓		✓		✓		✓	✓		✓		✓		✓	
6	They imitate the way proficient and native people speak English		✓		✓		✓		✓		✓		✓		✓		✓
7	They ask their one another to correct their mistakes while speaking	✓		✓		✓		✓		✓		✓	✓		✓		✓
8	They fear errors while speaking		✓		✓	✓		✓		✓		✓		✓		✓	
9	They ask their teacher the right expression when they don't kn	✓		✓		✓		✓		✓		✓		✓		✓	
10	They use physical expressions When cannot express their ideas in English instead.		✓		✓		✓		✓		✓		✓		✓		✓
11	Others		✓		✓		✓		✓		✓		✓		✓		✓

No	Do the students	Teacher 3								Teacher 4							
		Day								Day							
		One		Two		Three		Four		One		Two		Three		Four	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Speak English inside the classroom		✓		✓		✓		✓		✓		✓		✓		✓

2	Take part in pair and group discussions work		√		√		√		√	√			√		√		√
3	Paraphrase sentences	√		√		√		√		√		√		√		√	
4	Ask their teacher to correct their mistakes while speaking		√		√		√		√	√		√		√		√	
5	Practice new words and grammar in meaningful context	√		√		√		√			√		√		√		√
6	Imitate the way proficient and native people speak English		√		√		√		√		√		√		√		√
7	Ask their one another to correct their mistakes while speaking		√	√			√		√	√			√		√	√	
8	Fear errors while speaking		√		√		√		√		√		√	√			√
9	Ask their teacher the right expression when they don't know		√		√		√		√	√		√		√		√	
10	Use physical expressions When cannot express their ideas in English they instead.		√		√		√		√		√		√		√		√
11	Others		√		√		√		√		√		√		√		√

As can be seen from table above, students were not speaking English in the classroom instead; they were using Amharic language to communicate among themselves. As mentioned in the questionnaire part, students were only using English when they want to ask or answer questions with their teacher. Some students were observed not participate the classroom discussions because,

they were feeling shy to speak English language. Therefore, teacher should find a comfortable atmosphere in the classroom where students are not afraid of communicating with their teacher and classmates. It should be a situation that students can speak without pressure and stress. As Nunan (1991) wrote in Lawtie (1999), „Success is measured in terms of the ability to carry out a conversation in the (target) language“.

Regarding the pair and group work, only three groups were observed taking part in group work presentations effectively while others were not given the opportunity to present their ideas but as observed they were willing to participate. The minority of other students were silent and non interactive during classroom activities. As discussed in the above point. In addition to that, students were not asking questions after presentations or making any debates. Even though scholars say that Being able to decide what to say on the spot, saying it clearly and being flexible during a conversation as different situations come out is the ability to use the knowledge ‘in action’, which creates the second aspect of speaking - the skill, (Bygate 1987) notes. Concerning whether the students were paraphrasing sentences, mostly, during observation times students were paraphrasing sentences. They were even observed bringing their home works into the classroom to once more do it together in the class. They were also actively answering the questions. Sometimes they were working on information gap activities. It seemed that students new this strategy for a long time. The recording data also showed that the majority of teachers were teaching paraphrasing sentences.

As observation continues, the majority of students were practicing new words and grammar in meaningful context. They were constructing sentences and everyone supposed to bring some examples of given words. They were doing this alone and sometimes with pairs. Three teachers among four teachers gave students both classroom exercise and homework to students. Some students

were seen asking their teacher to correct their mistakes while they gave examples orally. Nearly all of students were not using any imitation of proficient and native speakers. They were not even paying attention to their pronunciations and accents. As if they were not advised to imitate any native speakers. Although, during personal interview they mostly claimed that they like to imitate American accent while minority of them said they like British accent.

But very few students said they did not prefer any native accent and they only listen to teacher speaking in the classroom. But that they like to have their own accents.

Even though students were not using English language mostly in the classroom but they were sometimes given a short time for asking their mistakes one another often in pairs. After short discussions they were giving back the answers to their teacher. The fear of making errors while speaking existed in the classroom. However, the ways students deal with were different though. During the personal interview some students reported that they mostly ask their teacher when they do not know the expressions in English or they make Mistakes in speaking activities. When the rest said that they first ask their classmates and if they do not know themselves then they ask their teacher.

According to using physical expressions, when students cannot express their ideas in English, none of the students used body language during classroom observations. This indicates that teachers do not bother themselves to encourage their learners to try using physical expressions or explain the importance of body language and this why students have not in mind to use any physical expressions during speaking activities or when they fail to express their ideas in English language.

Similarly, the other data tools (interview and recordings) indicate that students do not use any physical expressions when they fail to express their ideas in

English but they directly speak their mother language to clarify what they want. Also all students were observed using other strategies.

4.4 Analysis of the Interviews

4.4.1 Teachers' Interviews

After the results of student's questionnaire, the classroom observation and recordings were seen, the researcher prepared five interview questions (see appendix). The questions concerned the strategies used by teachers to teach speaking skills and also the strategies used by learners to learn speaking English language.

In the first question teachers were asked how they help their students when they fail to express their ideas in English while speaking, the first teacher stated:

Well... I encourage my students not be afraid of mistakes and try to remember the words they want to use. Then, I help them immediately if they fail to do so.

All the three rest teachers followed similarly

Expressed their idea as follow:

...helping the students generally by explaining the expressions they want to use after the presentations or when they finish speaking; then request them to use theses expressions in different examples.

Regarding the second question of how they help students to participate English speaking activities, like pair and group work practices. What all teachers said can summarize in the below:

...sometimes students have no interest to participate speaking activities for different reasons, like having too much classes or being shy to come in front of

classroom. But it is always good idea to mix low levels students with good speakers So that they can help one another.

Even though, Thanasoulas (2007) recommend that student's interest can be increased by developing learner's attitudes, motivation and self esteem. Teachers also said they do not have much time to carry out all the activities because they should also follow the text contents which are the main teaching materials they have. Effective development of speaking strategies demands that for a large part of their lesson time students should work in groups. This ensures the fullest potential participation of all students. In a full class the brighter or the more extrovert students give all the responses or become increasingly impatient if they are not allowed to do so. In group work, the shy or slow students learn from the others through observation and imitation. The shyness that inhibits some students in a full class disappears in the small group. Within the groups there is space for discussion, disagreement and different points of view and everybody has a chance to talk more often and more fully than they would in a full class.

Concerning the third question of how teachers help their students to correct their errors while speaking English, one female teacher started:

... I often give students useful English expressions to help them learn more about different expressions so that they can use those new expressions in classroom presentations.

However, the rest three teachers responded that:

...always giving corrections after the presentations are done is good idea but not interrupting students during speaking. It may discourage the students to continue their speaking skills.

Asked teachers where they advise their students to practice their English speaking skills. All the teachers admitted that it is not easy for students to find places or native people to communicate with English language. But they also

said that they encourage them to take advantage of any where they can practice their English language here is what one teacher said

...as far as I know, It is difficult for students to find somewhere to practice their English outside the classroom. But as teachers, we should always encourage them to develop their speaking skills wherever they can. I do not think most of their parents speak English at home but I believe their brothers and sisters do.

Mostly, teachers mentioned that they advise their students to practice at home with their brothers and sisters in school or any family members and close friends if they can speak English. But during classroom observations or in recording data none of teachers were observed advising students to practice their English outside the classrooms.

According to question five, how teachers help their students to improve their accent, all the teachers complained by saying:

...The school did not supply any Audio-video teaching materials or lap to enhance student's listening comprehensions. So, the only possible way students can develop their accent is listening carefully to their teacher.

But they also claimed that they advise students to listen national and international channels and radios to hear English from proficient and native people, Even though, students said during personal interview that they are not given any listening homework or such activities in the classroom.

Generally, the interviews data showed that teachers were not active enough to use their teaching speaking strategies effectively instead they were focusing the text books mostly. This is why during classroom observations teachers were observed taking most of the course time explaining and teaching language structures. They did not provide their students enough time to practice their English in the classroom together when they know and said themselves that student's opportunity to practice their English outside is very rare. According

to Nunan (1999) “pair and group can be used to increase amount of time that learners get to speak in the target language during lessons.” In this way, the students will get chance to interact and practice the language with other students.

Finally, Brown and Yule (1991) justify the opinion of grouping learners into mixed level groups. The main reason is sharing the possessed knowledge by an ‘advanced’ learner with the ‘beginner’. The opportunities for practice, if teacher is the only ‘senior’ conversationalist available, are obviously limited. It seems likely that any serious attempt at practicing spoken English would involve mixing learners

at different levels for conversation practice, so that advanced level students would take the senior role in a conversation and support the relative beginner.(Brown and Yule 1991, 32)

4.4.2 Students’ Interviews

From all the four sections (each section two students) in total of 8 students were selected by their teachers based on their English speaking abilities. They were from each level (low, medium and good speakers). Five interview questions were prepared for those students concerning about their used strategies for learning speaking English language. All the questions to both teachers and students were open-ended questions (see the appendix C and D).

Regarding the first question of what they do when they fail to express their ideas in English, five of students responded by saying:

...it is better to directly ask the teacher because friends may sometimes give you the wrong explanation so, when the teacher is in the classroom there is no need of asking your friends.

While the rest three students answered that they first ask their classmates about the expressions. And if their friends cannot explain to them, then they try to ask the teacher. All students mentioned that they do not use a gesture or any physical expressions.

The data collected through Observation and recordings also indicates that student do not use any body language to express their ideas.

Asked if they take part in any speaking activities in the classroom, six of respondents students were not optimists about getting opportunities to practice oral communications in the classroom while they stated:

... Participating of speaking classroom activities are good. But sometimes, there are not chances for all the students to express their opinions because of the large size of students in the classroom or that some teachers do not allow all the students participating the classroom speaking activities.

But, two female low level students reported that they find hard to take part in speaking activities unless they have good speakers among their group. Speaking activities need to be very interesting to encourage meaningful interaction between students. If the speaking activities are not interesting enough and do not provide opportunity for students to speak then there is no use of giving speaking activity. According to Philips (1992), "The aim of communication activities is to encourage purposeful and meaningful interaction between students. Communicative tasks are designed so that students have a reason or purpose for speaking." Therefore, teacher should give such activities so that students can share their thought, express their feeling, find out the real information, discuss and argue. The observations data and recordings also showed that only one group was making presentation while other students were non-active audiences. But teachers in their interview part complained about not having sufficient time to listen from all groups' presentations or even more than one group in one day speaking activities lesson.

Concerning of how students correct their errors in their speaking skills, four students said that they read grammar books to enhance their grammar. Because they said:

...One cannot use English without good grammar. If you want to be good English speaker; you should first learn grammar and in structures of grammar.

But three students stated that often they discuss with their classmates in order to correct their errors. And mentioned that they mostly ask directly their teacher when they make mistakes in their speaking activities.

One last respondent however, added:

...I often listen with attention when my teacher speaking in the classroom then copy the important expressions and use them while I am speaking If you daily listen carefully to your teacher, you get all the expressions you need from him...or her... and it is easy way to correct yourself” he concluded. Asked his friends if they do the same, they all smiled and responded that they do not.

The responses of the final question concerning how students improve their English pronunciation, all most all the respondents stated that they do not have any native friend speakers however; they said that they often watch and Listen English movies and songs. Even though, they admitted not understanding all the words but they mentioned that they at least learn good pronunciation from watching movies. Here is what one of them said:

...having a native friend is not possible but movies and songs are very interesting. I do not understand everything but no problem because they are not home work (laughing). I just do this to improve my accent.

However, one respondent said that she records something in her mobile phone voice recorder and listens again to see how her pronunciation is. She added that she at least know how her pronunciation is and tries repeatedly to develop day after day. However, very few students answered that they listen their teacher to enhance their English pronunciation.

4.2.3 The analysis of recordings

The recordings were made by a close friend of the researcher in the classroom practice. Because, the researcher believed that he could not make recordings and other data (observation and interview) at the same time. Since recording data was one of the main important tools for gathering data of this study.

The classroom recordings (video recordings) also showed similar results.

As classroom observations indicated in the previous sections, the video recordings also showed that students were not using English during group or pair work activities in the classroom. Instead they were discussing Amharic to exchange information or ask and answer questions. Similarly, the data collected through video recordings showed that some students were not paying attention or following their teachers while explaining the course instructions. Instead they were playing games with their phones as if they were lack of interest what teachers were teaching. And teachers were not active enough to create an interesting atmosphere for those boring students to have their full attentions or at least motivate them to follow the lessons.

In the other hand, the data collected through video recordings also showed that teachers were not giving their students more opportunities to speak English in the classroom. Most of courses time were taken by teachers for explaining and explain the lessons. Students were given chances or asked to express their ideas in English through their previous knowledge and experiences. This implies that teachers were not playing the role of facilitators or supervisors but leaders of the classroom activities.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

After all that results have been discussed and analyzed so far, these following conclusions have been made.

- As the analysis showed students were often using their mother tongue language rather than English language when discussing each other in the classroom speaking activities. This might be because they want to talk about something very important with their classmates. And they use their own language in order to communicate in the best way. Or sometimes some students may not want to speak foreign language where everyone can understand them better in their own language. The analysis also indicated that teachers were not encouraging enough their students to speak or discuss English in the classroom. Even though during the interview data both teachers and students claimed that they knew that students have not more chances to practice outside the classroom and the community does not help them to develop their English speaking abilities. Then, the big question is why they are not taking advantage of the little time they have in the classroom speaking activities or their teachers did not encourage them to do so.

- According to observations and recordings made, most of teachers were using the traditional strategies of asking and answering, the language structures teaching etc. but they were rarely seen using different strategies like (pair and group work, discussions, information gap, role play or story telling). To motivate students to practice English in the classroom.

- Lack of motivating students to develop their speaking skills was also observed in data analysis. Although, In order to improve students speaking abilities, teachers are highly expected to motivate and invite students in classroom oral communications and give more time for participations. But conversely, teachers were using most of time teaching text books and language structures exercises. Most of the time was used by teachers not students.

- The analysis also indicated that teachers were only using text books as teaching materials. Any other teaching aids were not seen used during observations.

- Although three groups were observed making their presentations during classroom observations, however, teachers were not using active interaction strategies between students. There was not feedback given or asked any questions after presentations were finished. Teachers were simply commenting about the presentations and directly going back to their text books. Another thing is that students were sitting the same places during all the observation days as if everyone knew his/her place. Although, Byrne (1991, 35) notes that the teacher may provide feedback immediately on how well or badly students have done, or make a note of mistakes and shift the feedback onto a future lesson. In addition, teacher should not forget that the students may want to ask some questions or say what they think of the activity.

- According to student's part of learning speaking skills, they were observed being not serious enough or motivated to develop their speaking abilities. Because, they could have practiced their English a lot outside the classroom with each other. Or even could have established their own group discussions if they had strong ambitions of learning speaking. So,

they were more passive than active to improve their quality of speaking English.

5.2 Recommendations

Based on the conclusions made, the following recommendations have been drawn.

- Teachers should encourage their students to speak English language inside the classroom instead of their own language. If they do not encourage students to enhance their speaking skills, the speaking ability of their students will never improve. So, they should find a way to make speaking English inside the classroom more fun. Students might not be all fluent and accurate in speaking but they should not keep silent and quite inside the classroom. When they get used to communicate, the teacher can develop and give more difficult tasks. In that way students can adapt speaking English with confidence and freely in natural way of oral communications. So finally, teachers should not allow their students to speak Amharic or any other language rather than the target language 'English Language'.
- In order to improve student's abilities of speaking skills, teachers should use different teaching strategies. The purpose of asking and answering strategy is only to demonstrate the ability to ask and answer questions. Conversely, the purpose of using different strategies like (role-play, discussions, interview or story-telling) is to teach students to accomplish their real communication. In real communication students must manage uncertainty of what the other person will say. In that way students will surely develop their communicate competence. Because, they will have to clarify their meaning or ask questions for confirmation of their own understanding.

- Clearly and efficiently communication ability of learners in English Language contributes the learner's success in school and later in their careers in the community. So, Teachers should increase their motivations towards their students. Because, students are not computers which the teacher has to program; they need directions and daily motivations from their teachers. So, teachers should stop taking more time and step back giving more time to their students to observe while their students are speaking English. They should play the role of supervisor not a leader.
- Teachers should include sometimes other teaching material aids rather than text books. In order to gain students interests towards learning speaking. Although, teachers complained about not having sufficient materials to use in school. But they could simply use journals, magazines and other similar tools to attract student's attentions more. Bringing the real life into the classroom always help students to be more active and makes the teaching/learning activities atmosphere more interesting. Changing the teaching strategies or using different material aids to teach speaking will facilitate both teachers and students to accomplish their duties in the best way.
- Group work plays a big role to develop student's speaking capacity. It is the only way that students can create their own environment in the classroom. It also gives opportunity for low level students to interact with other good speakers. So, teachers should help students to create this interaction. Because, sometimes good speakers may want to create their own group where low level students will be aside. So, this may be obstacle to some students like the two female students in the student's interview part where they said "we find it hard to take part speaking activities if we do not have good speakers in our group".

It would also be good idea if teachers organize the ways students sit in the classroom to mix the entire student's level, Low with good speakers, medium with low and so on, So that they can help one another.

- Finally, students should be more serious to develop their speaking knowledge. Because, their entire future depend on the quality of their communications. They should not wait everything from the teacher. They sometimes need to do extra activities outside the classroom to improve their English speaking abilities. Though they are not in completely English speaking community but still they should do their best to find or create a place that they can practice their English freely. They should not put all the responsibility on the teacher. Because, it is obvious that the teacher can only help and give directions to those who want or ready to follow his/her directions. Students should know that No one can help them unless they want to help themselves.

REFERENCES

- Brown, H. D. 1980. **Principles of Language Learning and Teaching**. New Jersey: Prentice Halls. Inc.
- _____. (1985). **Principles of Learning and Teaching**. Englewood Cliffs, JC: Prentice Hall.
- _____. 1987. **Teaching Talk**. Cambridge. Cambridge University Press.
- Brown, et al. 1984. **Listening to Spoken Language**. Longman.
- _____. et al. 1989. **Teaching the Spoken Language**. Cambridge University Press.
- Brown, G., Yule, G. 1991. **Teaching Spoken Language**. Cambridge: Cambridge University Press
- Bygate, M. 1993. **Speaking**. Oxford. Oxford University Press.
- Byrne, D. 1990. **Teaching Oral English**. UK: Longman.
- Doff, A. 1991. **Teach English**. Cambridge: Cambridge University Press.
- Freeman, D. 1998. **Doing Teacher Research**. Pacific Grave: Heinle and Heinle Publishers.
- Harmer, J. 1992. **The Practice of English Language Teaching**. Longman.
- Harmer, J. 2001. **The Practice of English Language Teaching**. Longman.

- Hedge, T. 2000. ***Teaching and Learning in the Language Classroom.*** Oxford: Oxford University Press.
- Jones, R. 1993. ***How to Master Languages.*** Play Mouth: How to Book Ltd.
- Nunan, D. 2001. ***Research Methods in Language Learning.*** Cambridge: Cambridge University Press.
- Nunan, D., Lamb, C. 1996. ***The Self-directed Teacher. Managing the Learning Process.*** Cambridge: Cambridge University Press.
- O'Malley and Chamot. (1990). ***Learning Strategies in Second Language Acquisition.*** Cambridge: CUP.
- Parrott, M. 1993. ***Tasks for Language Teachers.*** Cambridge: Cambridge University Press.
- Richards, J., and T. Rodgers. 1986. ***Approaches and Methods in Language Teaching.*** Cambridge: Cambridge University Press.
- Richards, J., C., Lockhart, C. 1999. ***Reflective Teaching in Second Language Classroom.*** Cambridge: Cambridge University Press.
- Rivers. W.M. 1989. ***Communicating Naturally in Second Language.*** Cambridge. Cambridge University Press.
- Tsegaye Tafere. 1995. ***Speaking Strategies Employed by First Year Students at Kotebe College of Teachers Education.*** (MA Thesis). Addis Ababa University.

Thanasoulas, D. (2007). **What is Learner Autonomy and How can it Be Fostered?** The Internet TESL Journal, VI (11), Retrieved in Sep. 2011.

From//<http://itesli.org/Articles/Thanasoula.autonomy.htm/>.

Underhill, N. 1987. **Testing Spoken Language**. A handbook of oral testing techniques. Cambridge: Cambridge University Press.

Ur, P. 1991. **Discussion that Work**. Cambridge: Cambridge University Press.

Ur, P. 1996. **A Course in Language Teaching**. Cambridge: Cambridge University Press

Wenden, A. (1991). **Learner Strategies for Learner Autonomy**. London: Prentice Hall International.

Appendices

Appendix A

Questionnaire for Students

Dear Student,

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

The researcher hopes that the result of this study will create better awareness About teaching speaking skills. The information you provide through this Questionnaire will remain confidential throughout and will only be used for this Research purpose. Therefore, please be honest and feel free to provide genuine Information. Your contribution to the success of this study is highly appreciated.

Thank you.

Sincerely yours,

Faysal Awaleh

School of graduate studies

Addis Ababa University

Part 1: Teachers' used strategies.

In the following, respondents were asked to report about their teachers' strategies used during teaching speaking skills. Their responses are presented in the table below.

Table 1: Responses of students related to teachers' strategies.

no	ITEMS		Always	Often	Sometimes	Rarely	Never	Total
1	Helps me how to paraphrase sentences	Fre						
		%						
2	Assists me to describe Pictures	Fre						
		%						
3	Helps me to learn the best speaking skills strategies.	Fre						
		%						
4	Advices me to watch English channels to learn speaking	Fre						
		%						
5	Encourages me to have English speaker friends.	Fre						
		%						
6	Advices me to speak English inside the classroom and out.	Fre						
		%						
7	Advices me not to be afraid of errors during speaking.	Fre						
		%						
8	Help me not be so much concerned with accuracy	Fre						
		%						
9	Help us to correct our errors in our pair and group work.	Fre						
		%						

10	Gives me chances to participate speaking activities.	Fre						
		%						
11	Others	Fre						
		%						

Part 2: Strategies used by Learners

To see what kind of strategies students use, 16 questions were Asked and the responses are presented in the table below.

Table 2: Responses given by the students on the kind of strategies they Perform to learn speaking skills

No	ITEMS		Always	Often	Sometimes	Rarely	Never	Total
1	I speak English outside the classroom.	Fre						
		%						
2	I speak to my class-mates in English inside the classroom	Fre						
		%						
3	I take part in pair and group work to improve speaking skills.	Fre						
		%						
4	I paraphrase any sentence I hear from my teacher	Fre						
		%						
5	I correct my errors myself when I do mistake while speaking	Fre						
		%						
6	I practice orally any new English expressions.	Fre						
		%						

7	I practice new words and grammar in meaningful context.	Fre						
		%						
8	I ask my teacher or classmates to tell me expression when I don't the right one .	Fre						
		%						
9	I don't fear of mistakes when I am speaking English.	Fre						
		%						
10	I share the effective speaking strategies with my teacher and classmates.	Fre						
		%						
11	I exchange the new expressions with my friends.	Fre						
		%						
12	I ask my teacher questions for verification and more explanations in class.	Fre						
		%						
13	I arrange my own schedule to practice English speaking	Fre						
		%						
14	I encourage myself by thinking and speaking short and long sentences.	Fre						
		%						
15	When I can't express my ideas in English I use physical expression instead.	Fre						
		%						
16	Others	Fre						
		%						

Appendix B

Part 1: CLASSROOM OBSERVATION CHECKLIST

To see if the teachers use their strategies effectively in teaching speaking skills, a checklist was prepared and used during the classroom observations as follow.

Checklist for identifying Strategies used by teachers

No	Does the teacher	Teacher 1								Teacher 2							
		Day								Day							
		One		Two		Three		Four		One		Two		Three		Four	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Help students to paraphrase sentences																
2	Advise students to speak English inside the classroom.																
3	Advise students to speak English outside the classroom.																
4	Help learners to learn the effective strategies for speaking.																
5	Advise learners not to be afraid of errors during speaking																
6	Help them to correct their speaking errors in pairs and group work.																
7	Advise them to watch English channels																
8	Encourage students to say																

	something in English.																	
9	Advise students to take part in pair and group work.																	
10	Help learners to imitate the way native and proficient speak English.																	
11	Others																	

No	Does the teacher	Teacher 3								Teacher 4								
		Day								Day								
		One		Two		Three		Four		One		Two		Three		Four		
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	Help students to paraphrase sentences																	
2	Advise students to speak English inside the classroom.																	
3	Advise students to speak English outside the classroom.																	
4	Help learners to learn the effective strategies for speaking.																	
5	Advise learners not to be afraid of errors during speaking																	
6	Help them to correct their speaking errors in pairs and group work.																	
7	Advise them to watch English channels																	
8	Encourage students to say something in English.																	

9	Advise students to take part in pair and group work.																
10	Help learners to imitate the way native and professional people speak English.																
11	Others																

Part 2: CLASSROOM OBSERVATION CHECKLIST

To see the types of strategies students use to develop their learning speaking skills; a checklist was prepared and used during the classroom observations as follow.

Checklist for identifying strategies used by learners

No	Do the students	Teacher 1								Teacher 2							
		Day								Day							
		One		Two		Three		Four		One		Two		Three		Four	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Speak English inside the classroom																
2	They take part in pair and group discussions work																
3	They paraphrasesentences																
4	They ask their teacher to correct their mistakes while speaking																

5	They practice new words and grammar in meaningful context																
6	They imitate the way proficient and native people speak English																
7	They ask their one another to correct their mistakes while speaking																
8	They fear errors while speaking																
9	They ask their teacher the right expression when they don't know																
10	They use physical expressions When cannot express their ideas in English instead.																
11	Others																

No	Do the students	Teacher 3								Teacher 4							
		Day								Day							
		One		Two		Three		Four		One		Two		Three		Four	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Speak English inside the classroom																
2	Take part in pair and group discussions work																
3	Paraphrase sentences																
4	Ask their teacher to correct their mistakes while speaking																
5	Practice new words and																

	grammar in meaningful context																
6	Imitate the way proficient and native people speak English																
7	Ask their one another to correct their mistakes while speaking																
8	Fear errors while speaking																
9	Ask their teacher the right expression when they don't know																
10	Use physical expressions When cannot express their ideas in English they instead.																
11	Others																

Appendix C

Part1: Guided Interview for Students

1. What do you do when you fail to express your ideas in English during speaking activities?

2. How often do you participate speaking activities in the classroom?

3. How do you correct your errors in your speaking?

4. Where often do you practice your speaking English?

5. How do you improve your English pronunciation?

Appendix D

Part 2: Guided Interview for Students

1. What do you do when your students fail to express their ideas in English during speaking activities?
2. How do you help your students to participate speaking activities in the classroom?
3. How do you help your students to correct their errors while speaking English?
4. Where do you advise your students to practice for developing their speaking English?
5. How do you help you learners to improve their pronunciation?

DECLARATION

I, the undersigned, graduate student hereby declare that, this thesis is my original work, has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

Name: Faysal Awaleh

Signature: _____

Advisor Dr. Melaku Wakuma

Place: Addis Ababa university, Department of English

Date of Submission January/ 2014