

ADDIS ABABA UNIVERSITY  
INSTITUTE OF LANGUAGE STUDIES  
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE  
(GRADUATE PROGRAMME)

A COMPARATIVE STUDY OF TELEVISED AND NON-TELEVISED  
SPEAKING SKILL TEACHING TECHNIQUES:  
THE CASE OF GRADE NINE IN FOCUS

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JULY, 2008



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THE CASE OF GRADE NINE IN FOCUS**

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## ABSTRACT

The main objective of this study was to compare two modes of teaching speaking skill (i.e. the Educational Satellite Television speaking skill teaching techniques and the non-Educational Satellite Television speaking skill teaching techniques- i.e. Traditional mode of speaking skill teaching. In order to conduct the study, two sample high schools that are found in Addis Ababa were selected which fit the purpose of the research- to compare differing modes of speaking skill instruction.

The main instruments used to collect data for the study were classroom observation and questionnaire. Direct classroom observation was conducted with the help of a checklist to gather first hand information, i.e. to investigate what the teaching/learning process looks like in the actual setting. In addition to this, questionnaire was administered to English teachers of both schools to investigate the long term practice that the EDSTV programme and the classroom teachers make use of in speaking skill teaching. Ten teachers participated from the two schools in the study.

The responses of the teachers and the results of the observation were analyzed side by side simultaneously in tables using figures and percentages.

The outcomes of the analysis revealed that the speaking skill teaching techniques of the EDSTV programme employed were by far better compared to those employed by the non-EDSTV one. Especially, the chances and opportunities given to students to practice speaking, model dialogues, different kinds of activities and in following the steps/procedures suggested in the review parts, the EDSTV programme was effective. Nevertheless, the employment of some of the techniques and the way the speaking exercises/activities are designed, presented and practiced was unsatisfactory in both programmes.

# CHAPTER - ONE

## 1.1. Introduction

In almost all countries including Ethiopia, English is taught and learned for different purposes. In the Ethiopian context, people learn English mainly for academic as well as for communicative purposes. It is the medium of instruction at secondary schools and post secondary institutions across the country. Therefore, teaching of English deserves special consideration. This is because it helps learners succeed in their overall academic achievement and developing their communicative proficiency. Thus, the effectiveness of the teaching/learning materials in achieving the learning outcomes, the feasibility of the teaching methodologies and the learning strategies employed in helping students build the essential skills need to undergo a rigorous scrutiny so as to make the effort more and more effective and productive. For this reason, English language teaching needs to be not only based on current developments in learning theories, language teaching approaches and methods, but also to be updated in line with these developments.

Since the 1960s, the teaching/ learning process of English has been making changes as a result of the developments with regard to learning theories, linguistic theories and language pedagogy. Consequently, apart from exploring and experimenting new teaching methods, modern instructional technologies have come into the scene with an objective of supporting language teaching/learning practices which could result in better achievements.

Taking these pedagogical developments into account, the Ministry of Education (MoE) of Ethiopia has launched a new educational satellite television (EDSTV) programme in the country, so as to enrich the teaching/learning process. English is one of the subjects that is taught using this mode of presentation. By using the technological advances (employing sound, image, action, animation, etc), adapting a variety of educational sources from other countries, and making use of expertise in the field, the programme is likely to produce sound communicative tasks that blend a variety of interactive tasks. In simple words, the plasma television provides different kinds of activities which help students speak in different contexts and which integrate different macro skills' tasks in the way they encourage communication among students. It would be imperative, therefore, to assess the effectiveness of the program in achieving its objectives.

Thus, this study attempts to investigate the speaking skill teaching techniques employed by educational satellite television (EDSTV) programme as compared to the techniques conventional classroom teachers make use of, the way they address speaking lessons in light of an integral approach, the intensity of practice or activities, and its interactive nature, etc.

## **1.2 Statement of the problem**

Speaking skill is as important as other macro skills (listening, reading and writing) and other aspects of English language(grammar, vocabulary,etc.) that help students communicate in English(Brown and Yule,1983).Therefore, considering speaking as one aspect of language and it is taught in all grade levels. The skill is included in the curriculum of schools from elementary to tertiary levels. Furthermore, in the secondary schools of Ethiopia, speaking is taught in each unit in the televised and non-televised programmes. So, students spend much time learning the skill in particular and the English language in general.

In our country's context, how much are our high school students good at speaking in English language? Even though English is a medium of instruction in our high schools, and even if students have spent six or more years of exposure to the language, they do not speak the language very well after all those years.

The researcher's rich experience as an English language teacher at the high school level clearly shows that the speaking skill ability of most students is not up to the desired level. In addition, some local studies show that our secondary (9-12) school students are unable to express themselves in English orally. For example, Berhanu (2007), Tsegaye (1995), and others found that our high school students are deficient in speaking. Most of the local researchers write that our high school students remain deficient in the ability to actually use English in normal communication in the spoken mode.

This is perhaps due to lack of opportunities to practice (speak) the language. Most of the time, students are expected to follow teacher - fronted lessons and the only chance they have to utter a word or phrase is when asking and answering questions. This may not contribute much to developing the ability to speak well. In this regard , Rivers (1981) says, "the students do not learn

to speak a language fluently by continual practice in question and answer on a literary text, a very common procedure in foreign language class."

In relation to this, the document issued by MoE entitled "Educational Satellite Television Programs-Condensed Teacher's Guide" declares that English language skills of students is at a very low level in Ethiopian schools at all levels. It further asserts that "the mode of presentation is often traditional and obsolete, and calls for a change in the methodologies of teaching" (1996 E.C:1). Furthermore, the document claims that the TV medium is to bring the outside world into the classroom with the expectation that,

*These programs will tremendously help the teacher in clarifying abstract ideas by showing different visuals on the screen. To make the lessons more attractive, drama, story and context based programs are produced. A conducive atmosphere is now created for the students to practice freely. Luckily all the English language presenters are native speakers of the language. They are models of excellence" (1996 E.C:2-3).*

The point is then, how much is this true? Does this innovative approach resolve the complaints that were attributed possibly to the method of teaching English teachers used to employ (i.e. is it any different from the non-televised mode of speaking skill teaching techniques?) Does it pay due emphasis to speaking skill teaching compared to the non-televised mode of presentation? Does it help amend the deficiencies that were prevalent in the way language teaching/learning materials in general and speaking skill tasks in particular were designed, integrated and synthesized? It would be imperative, therefore, to assess the nature of the program as compared to the traditional mode of instruction in achieving its objectives. In line with this, an attempt will be made to investigate whether the televised speaking skill teaching is better than the non-televised one in creating a good atmosphere in the speaking class, training communication strategies, helping students to overcome problems which they encounter while they speak, presenting tasks that are rich in context, effective in promoting interaction among students; and that integrate different macro skills (listening, reading and writing) and facilitate meaningful practice. This has, thus, initiated the researcher to conduct a study in order to find out the difference between televised and non-televised speaking skill teaching techniques.

## **1.3 Objectives of the study**

### **A) General Objective**

This study aims at assessing the difference of grade nine televised speaking skill teaching techniques as compared to the non-televised mode of presentation. With this objective in mind, it will compare the televised speaking skill teaching techniques against the non-televised ones. It also tries to see how interactive the televised speaking lessons are in integrating different macro skills together so as to foster favorable ground for students to use the language and also discover how intensively the EDSTV addresses speaking skill teaching/learning at large.

### **B) Specific Objectives**

This research will attempt to examine and answer the following questions.

1. Are plasma TV speaking skill teaching techniques better than that of non-plasma?
2. What speaking activities do both types of schools employ to improve their learners' speaking competence?
3. If the techniques employed in the televised lesson and the tasks used in teaching/learning speaking call for extended activities that require interaction among students, how much are they interactively addressed and practiced to promote meaningful practice? Are speaking activities presented practiced in the way they help students communicate orally in the outside world?
4. What strengths and weaknesses do appear in both modes of instructions with regard to the techniques used to teach speaking skill?

## **1.4 Hypothesis**

To achieve the objective of the study, the following null and alternative hypotheses have been formulated. The key hypothesis of this study is:

**H1.** There is significant difference in speaking skill teaching techniques between televised and non-televised modes of instruction. This will be tested against the alternative:

**H0.** There is no significant difference between the techniques used by televised and non-televised modes of instruction in teaching speaking skill.

## **1.5 Significance of the study**

The researcher of this paper believes that the findings of the study are likely to:

- 1 Provide a basis for the development of teaching methodology in speaking skill area
- 2 Bring about awareness among language teachers, curriculum designers, textbook writers, etc about the need for intentional speaking skill teaching/learning.
- 3 Shade some light about the need for integrating different macro skills in speaking skill teaching
- 4 Initiate English language teachers to allow sufficient time for practicing speaking in communicative activities.
- 5 Encourage researchers to undertake further study in the area and serve as a source of information.

## CHAPTER - TWO

### 2. Review of Related Literature

#### 2.1 The Need for Teaching Speaking Skill.

As many scholars (e.g. Brown and Yule, 1983; Harmer, 1984; McDonough and Shaw, 2003; Hunan, 2003) agree, speaking skill is an essential component of second language learning and teaching, and it deserves the prime focus of attention. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogue. However, today's world requires that the goal of teaching speaking should build students' communicative skills because only in that way can students express themselves and learn to follow the social and cultural rules appropriate in each communicative circumstances Staab (1992) cited in TESL Journal, Vol.XII, No. 11,Nov. 2006.

Teaching speaking 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 life (TESL Journal, Vol.XII, No.11, Nov.2006, <http://iteslj.org/>). Foley and Thompson (2003:45) also underline that, "Becoming communicatively competent is a central aspect of learning language."

Speaking skill is an important area of second language competence regarding language proficiency as well as good academic achievement (Celce-Murcia, 2001). Speaking is also an important medium through which language is learnt. The development of oral ability is a good source of motivation for most learners. Good speaking ability gives the person confidence. Byrne (1986:140) argues that "talking in English can help learners to both learn new language and also to develop the ability to communicate easily and naturally."

Therefore, speaking is an important skill to be taught in FL/SL classrooms. And it is essential that we pay attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired.

With this in mind, the study attempts to discuss some of the techniques that can be employed in teaching speaking, be it by the Educational Satellite Television (EDSTV) teacher or the classroom teacher, and then proceeds to shed some light on the need for an integrated approach.

## **2.2 Some Speaking Skill Teaching Techniques**

There may be many different things to do in the FL/SL classrooms to help students develop their speaking skill. English teachers (plasma and non - plasma) can help, for example, by providing different kinds of practice activities, training strategies, encouraging them to speak, helping when students encounter difficulties as they speak and the like. In relation to this, "ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language" (TESL Journal-Ibid). So, the teacher in a language class is the facilitator of classroom activities. He/she can design different tasks that can help his/her students develop speaking skill.

A variety of speaking skill teaching techniques can be employed which can enhance spoken language. In recent years several diverse teaching methodologies are proposed by linguists. Each one is attracting practitioners who often contend that their particular technique is superior to the exclusion of others. However, as some scholars (e.g. Richards and Rodgers,2001; Nunan,2003; Pattison,1987; Littlewood, 1981) agree, the communicative language teaching(CLT) method is the widely used one in speaking classes. Many linguists and ESL teachers now agree that students learn to speak in SL by "interacting." Communicative language teaching is based on real life situations that require communication. By using this method in ESL classes students will have the opportunity of communicating with each other in the target language TESL Journal (Ibid).

### **2.2.1 Opportunity for practice**

Learners need from speaking lessons sufficient practice. In speaking classes, teachers should provide different opportunities in which students practice the target language. In supporting this, Rivers (1981: 188) says, "The teacher will need to give the students many opportunities to practice the speaking skill."

To do this, as outlined by Amity Teachers' Toolkit 2003/[http://www. Amity foudation. org/](http://www.Amityfoundation.org/) page

. php?, it is wise to use the following five golden rules to teach speaking skill.

#### **2.2.1.1. Give students as much opportunity as possible to practice speaking**

It is known that speaking a foreign language is a rather complex process. In learning English, as a foreign, we not only need to put our ideas into sounds, words, and structures of some other language, but need to speak them so they will make sense and communicate effectively in the mental world of the speakers of this language. The only way students will ever learn to do this comfortably and fluently is through lots of practice, as practice makes perfect. The best way to do this is through lots of pair and/or small group activities during which many students are speaking at any given time.

#### **2.2.1.2 Provide ample listening practice**

In the teaching of speaking skills, listening practice plays a major part, because it stretches students' skills of speaking. As Krashen and Terrell (1983) state, the ability to speak a language depends of the ability to understand the language when spoken. In simple words, one speaks based on what he/she has listened.

#### **2.2.1.3 Create opportunity for real communication**

Conversational practices involve real communication and both teachers and students will find speaking skill classes more meaningful and interesting. As Atkins, Hailom and Nuru (1995) stress, one way to do this is by providing information gap activities. For instance, student X should tell student Y something student Y does not know. In such a way, interest in conversation increases quickly when student X has to listen to student Y struggle to say something student X already knows. Students can also be given opportunity to express their own ideas, especially to talk about topics they are interested in.

#### **2.2.1.4 Expand the range of topic students practice talking about**

The development of speaking skills can be viewed as an expanding circle with the student at the center. As many researchers revealed, in the beginning, the easiest kinds of topics that are relatively concrete (conceptually simple) and close and familiar should be provided for the students to talk about. Then, as students' skills advance, they should be encouraged to practice talking about topics a little further out in their circle.

### **2.2.1.5 Build discussion skills**

As Green, Christopher and Lam (1997) claim, discussion skills are very crucial in the EFL/ESL classes. Speaking is not something one usually does alone like other skills; rather it usually involves interaction with others. In supporting this, Celce-Murica (2001) cited in TESL Journal, Vol.XII, No.11, Nov, 2006) says that students learn to speak in the second language by interacting.

### **2.2.1.6 Encourage student interaction**

This refers to the technique through which teachers try to involve students by increasing the amount of time they speak in the class. In other words, teachers' aim to create a comfortable atmosphere where students are not afraid to speak, and enjoy communicating with the teacher and with their fellow students rather than he himself talking much of the time. In a related argument, Romero (1980:109) contends: "The teacher should speak as little as possible during the conversation class for every minute he uses is a minute taken from the students' practice. Ur (1996) cited in McDonough and Shaw (2003:142) also pointed out that good speaking skill classrooms are ones where learners talk a lot.

## **2.3 Problems Students Encounter in Speaking and Possible Solutions**

Sometimes students get difficulties while they are speaking. According to Harmer (2001:251-2), students encounter two kinds of problems (language and genre or topic problems). The problems and the steps we can take to help students to achieve success are discussed below.

### **2.3.1 Language problems**

Sometimes students engaged in the productive task (speaking skill task) may get frustrated especially when they are unable to get the right word(s) or the grammar they need to express what they want. As Harmer puts, there are two steps which will help students achieve success.

- 1 **Supplying key language** - Before asking students to participate in the activity, teachers are expected to check students' knowledge level of key vocabulary and thus help them by providing them with some phrases or questions that will be helpful, for the task.
- 2 **Planning activities in advance** - Teachers need to plan productive skill activities

(speaking activities) in advance in order to help students get a chance to absorb new language structures, words or expressions at an earlier stage if we want them to use the language fluently. This is because if there is time lag between our students meeting new language and their ability to use it fluently, they may not produce the new language we expect them to.

### 2.3.2 Topic and genre problem

If students are not interested in the topic we ask them to speak on, they may not speak as successfully as when they are interested in the topic. In supporting this, Harmer (2001:252) notes that, "... in order to speak successfully, it helps if we know what we are talking about. He adds that when students with language limitations are asked to work with topics that do not interest them perhaps in unfamiliar genres, and without the necessary information, then language production activities suffer. There are some key points to avoid such a scenario as forwarded by Harmer.

- 1 **Choose interesting topics** - Teachers need to search for topics which try to involve most (if possible all the class students). It would be better to ask students through interview and questionnaires what kinds of topics interest them or by observing them.
- 2 **Create interest in the topic** - if we want students to be involved in the topic we ask them to speak on, we have to create interest in it. We can do this by talking about it and communicating enthusiasm. For example, we can make students talk about it in groups or we can ask any one that knows about the topic to tell the others. This is to give students opportunity to think about the topic before the activity starts. In relation to this, Celce-Murcia (2001) cited in TESL Journal(ibid) writes that providing maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- 3 **Activate schemata** - even if students get interested in the topic, still they may find it difficult to take part, especially if they are unfamiliar with the genre the task asks them to work on. As a result, we should give them time to do things such as discuss what happens in interviews if they are going to role-play an interview, for example.

- 4 **Vary topics and genre** - varying the topic is important in that we cater for the variety of interests within the class. If we provide a varied diet of topic and activities, our chance of organizing successful language production activities over a period of time will be greatly enhanced. It is also important to vary the genres we ask our students to work with if we want them to gain confidence in speaking in different situations.
- 5 **Provide necessary information** -Teachers need to provide essential information which helps students to produce new language. For example, we cannot expect them to role-play, if they do not know who they are going to play with.

In conclusion, as it is discussed above, students face different problems while they speak, and there are some ways in which teachers can help them get as much out of such speaking activities as possible. For example, in order to help students, teachers need to match the tasks which they ask their students to perform with the students' language level. They should check that the students have the minimum language they would need to perform a particular task (Harmer, *ibid*).

Secondly, teachers need to check that the task has a purpose. They should ensure that the task has some outcome and that the students are aware of this. In addition, teachers should help students develop confidence bit by bit by giving them restricted task first rather than expecting instant fluency and creativity. Furthermore, teachers need to assess the problems caused by the language students need, and the difficulties which the topic or the genre might create (*Ibid*).

## **2.4 Strategy Training**

There has been a prominent shift within the field of language learning and teaching over the last twenty years with greater emphasis being put on learners and learning than on teachers and teaching. In parallel to this new shift of interest, how learners process new information has been the primary concern of the researchers dealing with the area of foreign language learning.

When students encounter a particular difficulty while speaking (for example, when they do not know a word or just cannot remember it), there are some strategies (techniques) which they employ to overcome such a difficulty. As Rivers (1989:167) suggests, “Speaking skill strategies are very useful in that they [the strategies] may be encouraged, or even taught and incorporated into teaching materials.”

Like the development of grammatical and sociolinguistic competence, strategic competence can be of value if taught to students (Littlewood, 1983; Rivers, 1983; Pattison, 1987; Smith, 1989; Tarone and Yule, 1989). For example, it is said that the ability to use a variety of communication strategies (CSs) gives learners greater confidence to interact with their peers and teachers in the classroom by just using their limited knowledge to FL (Saiz, 1990: 23-24).

Harmer (2001:249) classified communication strategies into four:

- 1 **Improvising** - in which learners try any word or phrase that they can come up with in the hope that it is about right.
- 2 **Discarding** - when learners cannot find words for what they want to say and as a result discard the thought that they cannot put into words.
- 3 **Foreignising** - sometimes speakers choose a word in a language they know well (such as their first language) and foreignise it in the hope that it will be equivalent to the meaning they wish to express in the foreign language.
- 4 **Paraphrasing** - in which learners express something in other words when they are unable to have the words that they want to use.

To Harmer, two of these (improvising and paraphrasing) are more appropriate than the rest. He focuses on paraphrasing - this strategy gets many speakers out of trouble, though it makes the conversation more convoluted. Harmer says discarding and foreignising are not as advisable as improving and paraphrasing though their importance should not be denied.

In addition to this, Thurrel and Dornyei (1994:84) listed the most frequented conversational

strategies in spoken lessons as follows.

- 1 **Message adjustment or avoidance** - tailoring one's message to his/her competence (i.e. saying what he/she can rather than what he/she wants to). This can be done either by reducing the message or by going off the point or even by avoiding the message completely.
- 2 **Appeal for help** - eliciting the word we are looking for from our communication partner by asking questions like: What is the word for ---? What do you call ---?
- 3 **Asking for repetition when we have not heard or understood something in one's speech** - this can be done by using exponents like: Pardon? Sorry, What was the last word---?
- 4 **Interpretive summary** - reformulating the speaker's message to check that we understood correctly. Typical sentence beginnings are: You mean ---? If I have understood you correctly --- or so are you saying that ---?
- 5 **Use of fillers/hesitation** – devices to fill pauses, to stall, and gain time to think when in difficulty. Examples of this are: Well ---, Now let me see ---, Emm---, The thing is ---., etc.

In conclusion, in order to say:

- a) whether teaching communication strategies(CSs) has a positive or negative effect on learning, and
- b) whether it is valuable to encourage learners to use a greater number of CSs,

We must agree upon the factors that enhance language learning. Most researchers agree that learners' verbal output and the input they receive are two of the factors that are essential for language learning. The ability to use CSs, as has been stated earlier, gives learners the confidence to use the language productively (speaking). And since their verbal output can bring forth more input from their interlocutors, I believe that it can facilitate language learning. In addition, teachers' feedback (positive or negative) which is useful for the learners' development of the TL, can only come when learners use the language productively.

Finally, when we consider, the Ethiopian context, English is not only taught as a subject, but is also the medium of instruction for most subjects starting from grade seven. As a result, the ability to use communicative strategies can have an effect on the learning of other subjects. The use of appropriate strategies can help students to be more confident in communicating with their subject teachers. For example, it can help them to ask more questions (e.g. for clarification). To sum up, this itself (even disregarding its potential for language learning) is a sufficient reason why English teachers should train or encourage students to use appropriate communication strategies. The whole of strategy teaching is supported by Grognet (1997) in that he says “Effective instructors teach students speaking strategies ...using minimal responses, recognizing scripts, and using to help themselves expand their knowledge of the language and their confidence in using it.” Thus, English language teachers should train their students communication strategies in speaking lesson classes.

## **2.5 The Need for Integrating Macro Skills in Speaking Skill Teaching**

Richards , et al (1985:144) write that integrating skills is, “the teaching of the language skills of reading, writing, listening and speaking in conjunction with each other when a lesson involves activities that relate listening and speaking to reading and writing”. From real life experience, we notice that we rarely use language skills in isolation but in conjunction. Language teaching should benefit from real life experience, though it could be argued that it doesn't need to imitate it. However, as scholars in the field argue;

*...if one of the jobs of the teacher is to make the students communicatively competent in the L2, this will involve more than being able to perform in each of the four skills separately. By giving learners tasks which expose them to these skills in conjunction, it is possible that they will gain a deeper understanding of how communication works in the foreign language as well as becoming more motivated when they see the value of performing meaningful tasks and activities in the classroom. (McDonough and Shaw, 1993:202).*

Integrated language teaching would be a rewarding technique in that it is a pedagogically sound technique that could address different learning styles and strategies students make use of (Richards, et al, 1985). Consequently, language teaching needs to be woven from many strands such as the teacher's teaching style, students' learning style or strategy, the setting, that is the

nature of task, students' participation, etc (Oxford, 2001).

When the four primary skills - listening, speaking, reading and writing - are interwoven during instruction, it leads to optimal language learning. If this weaving together does not occur, the strand consists merely of discrete, segregated skills in parallel threads that do not touch, support, or interact with each other (Ibid). A method of language teaching that makes use of a segregated skill approach is likely to focus on the mastery of discrete language skill. Such an approach would not ensure adequate preparation for success in academic communication career-related language use, or every day interaction in the language (Ibid).

Why are integrated skills activities important? Teaching English by integrating is essential in addressing the students' problem as teaching by integrating creates a context where language is taught as communication. So, teaching speaking using an integrated technique has several pedagogical advantages. As Byrne (1986:130) has written, integrated skills activities are important in that:

- 1 They provide opportunities for using language naturally, not just practicing it.
- 2 Many pair and group-work activities call for a variety of skills, sometimes simultaneously, in order to involve all the learners.
- 3 Students seem to learn better when they are engaged in activities which involve more than one skill.

Harmer (2001:250-1) also suggests that the teaching of speaking will be successful, if it is integrated with the teaching of other skills (listening, reading and writing). He says that the teaching of productive skills is closely bound up with receptive skills work. The two feed off each other in a number of ways.

For example, when a student produces a piece of language and sees how it turns out, that information is fed back into the acquisition process (output becomes input). Another way, especially where students are working with genre-focused tasks, written and spoken texts are a vital ways of providing models to follow.

Furthermore, Rudder (1999) cited in Berhanu (2007:17) annotates that when the focus is on reading skill, students are drawn into schema-building, vocabulary discussion, or other preparatory activities of the pre-reading stage. And also student talk is elicited through guide questions, comprehension questions, and directives or places in the reading text. In the post - reading stages, the text is exploited in more interesting and challenging way such as debates, discussions, and role plays which center around student talk.

In teaching writing skill, speaking skill can be integrated. That is, having writing skills activities maximizes students speaking skills. Pertaining to this, Rudder (1990) outlines that both individual and group writing exercises involve some speaking centered on schema - building and brainstorming. According to this scholar, interaction occurs in group writing and peer editing since students exchange ideas and make corrections or improvements in a collective composition.

To sum up, the teaching of speaking skill should be integrated with the teaching of other macro skills. It is helpful, for example, that students may want to speak after they write something in the sense that to get ready on what to speak, some others need to read and get ready to speak, still others like to speak what they have listened. Therefore, teaching speaking in an integrative manner is very important. However, this does not mean that single-skill activities are not effective in language teaching, rather the point is we should be looking for opportunities to knit skills together, so as to tackle language teaching more intensively.

## **2.6 Activities to Promote Speaking Skill**

Learning speaking is not a passive process. The teacher cannot teach the language to the students any easier than he/she can make the students learn the language. Using language is most important for communication i.e. the learners must actively participate in different communicative activities to develop their speaking abilities.

Riggenbach and Lazarton in Celce-Murcia (1991:126) claim that, “the goal of speaking component in a language class should be to encourage the acquisition of communication skills and to foster real communication in and out of the classroom. “Thus, to accomplish this goal, Ur

(1996:120) suggests, “classroom activities that develop learners’ ability to express themselves through speech would be an important components of a language course.”

### **2.6.1 Kinds of speaking activities**

Different scholars suggest many communicative activities that can help learners use the language in communication. Among these, some of the most widely used ones are discussed hereunder.

#### **2.6.1.1 Functional communicative activities**

According to Finocchiaro and Brumfit (1983) and Willis and Nunan, (1988), the focus of these activities is on “what does the learner want/need to do with the target language?” rather than “what are the linguistic elements which the learner needs to master?” They enclose a collection of functions that are performed when language is used: informing, greeting, persuading, etc. Therefore, we can devise spoken activities for classroom use that emphasize the functional aspects of communication such as asking for direction, giving or asking opinion, greeting and others to boost students’ speaking abilities.

#### **2.6.1.2 Community-oriented**

These are sets of exercises that bind students to interact outside the classroom. As Littlewood (1981:20) asserts, “The competent speaker chooses language which is appropriate to the social situation he/she is in.” So, designing activities which focus on social aspects of communication like shopping, marketing, etc is helpful to develop students’ speaking skills in the way it appears in the real-life situation.

#### **2.6.1.3 Role play**

One other way of getting students to speak is role-playing. This is a way of bringing situations from real-life into the class. Regarding this, Harmer (1984) puts, “students pretend they are in various social contexts and have a variety of social roles. Hence, a role play is a very helpful activity in developing students’ communicative ability. Ladousse (1987:8) states, “Role play enables students to try out and experiment with, and become more confident in using language items in the classroom.”

#### **2.6.1.4 Information-gap activities**

As suggested in TESL Journal, (vol.XII, No.11, Nov, 2006), these activities are usually carried out in pairs or groups and often involve students in asking and answering questions. One student will have the information that his partner does not, and they will share their information. Information-gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the other needs. These activities are effective because everybody has the opportunity to talk extensively in the target language.

#### **2.6.1.5 Discussion**

This is an activity which encourages students to speak on controversial issues. After a content-based lesson, a discussion can be held as a follow up. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. For example, students can be involved in agree/disagree discussions. The teacher can form groups of 4/5 and provide a controversial sentence to discuss. Whatever, the aim is, that the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on (Ibid), which are some of the communication strategies that are useful for speaking practice.

#### **2.6.1.6 Dramatization activities**

These types of activities, besides developing communication skills, enhance the students' memory, and provide the opportunity for a more intimate classroom interaction, as scholars in the area of language teaching maintain. To do this, a story or situation can often be acted out. Students can be asked to dramatize a given story or situation.

#### **2.6.1.7 Games**

One of the best ways to teach a second language and for students to learn it is through the use of games which can attract their attention and develop positive attitude and motivation towards language learning. "Games are not only enjoyable as they are", as Byrne and Rixon state "they also contribute to language proficiency by getting the learners to use the language in the course of game" (1979:100).

In conclusion, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun.

### 2.6.2 General characteristics of speaking activities

Generally, in speaking classes, we can use three kinds of activities for convenience (Gower, Phillips and Walters, 1995:100-1)

- i. **Controlled activities**-these are activities which help students to improve the accurate use of words, structures and pronunciation, and to foster confidence. For example, repetition practice or set sentences prompted by picture or word.
- ii. **Guided activities**-in such type of activities teachers give models for students before they engage them in the real activity. For example, model dialogues which the students can change to talk about themselves and to communicate their own needs and ideas; task which the students carry out using language (structures and/or vocabulary) which has been taught beforehand.
- iii. **Creative or freer communication**  
These activities are usually designed to give either creative practice opportunities for predicated language items, or general fluency practice, where the specific language focus is less relevant. Here, students are given the opportunity to experiment, to see how far they can communicate in situations where all the choices of language used are made by the people speaking; to practice the fluent use of language they know.

So, there should be a balance of these three types of activities in speaking lesson classes. In the beginning students should be given controlled activity. After practicing controlled activities, they should be provided with guided ones and then finally with free activities.

## 2.7 General Outline of a Speaking Lesson

As suggested by some scholars, (Brown, 1994; Burn and Joyce, 1997; Carter and McCarthy, 1995) a speaking lesson follows some procedures.

- 1 **Preparation** - the step in which the teacher uses to establish a context for the speaking task (where, when, why, and with whom it will occur) and to initiate awareness of the speaking skill to be targeted. Preparatory stage is needed to equip learners with the resources they need before engaging in a freer communicatively- oriented activity (Hedge, 2000:273)
- 2 **Presentation** - teacher provides learners with a pre-production model that furthers learner comprehension and helps them become more attentive observers of language use.
- 3 **Practice** - involves learners in reproducing the targeted structure, usually in a controlled or highly supported manner.
- 4 **Evaluation** - involves directing attention to the skill being examined and asking learners to monitor and assess their own progress.
- 5 **Extension** - consists of activities that ask learners to use the strategy or skill in a different context or authentic communicative situation, or to integrate use of the new skill or strategy with previously acquired ones.

## 2.8 Technology and Foreign Language Education

According to Singhal (1997), technology and foreign language education are not strangers to each other. In the sixties and seventies, language laboratories were being installed in number educational settings. Singhal further states that the traditional language laboratory was comprised of a series of booths, each providing a cassette deck, and accompanying microphone and headphone. Using these laboratories, it was believed, the more students involved in oral practice the faster they would learn the foreign language.

While the language laboratory was a positive step in linking technology and language education it was soon recognized that such activities were both tedious and boring for learners. Furthermore, the amount of student-teacher interaction was minimal. These and other factors, as to Singhal (1997), put together led to a shift to the communicative approach to foreign language education, namely, computer assisted language learning and Satellite TV.



## 2.9 The Importance of Educational Television in Developing Students' Speaking Skills.

As technology continues to boost the learning activities that take place in today's classroom, there is an expanding recognition of its potential value in establishing and supporting a foreign language classroom, "The other importance of TV according to Rilling and Dahlman (2001:5) it that:

*Television and video and audiotape recordings were excellent media for providing authentic listening practice. In addition to exposing students to authentic language, these media also allowed students to observe and discuss cultural practices and international patterns of native speakers.*

In connection with the advantage of television in language teaching, Weiss (1975) says that television, by its very nature, commands the attention and active interest of pupils more effectively than even the most able teacher. Other educationalists, Schramm (1977), McLuhan (1964) and Dale (1969) also mention the subsequent advantages of Instructional Television:

- *Concretizing human experiences.*
- *Providing up to date information.*
- *Distributing information to large masses of audience to models of excellence.*
- *Equalizing educational opportunities.*
- *Bringing the world of reality to classroom.*
- *Distributing all instructional medial and school laboratories to very classroom.*

Having this reality in mind, the televised program in Ethiopia is assumed to present abstract concepts in a simplified manner; transmit uniform education to many students to have access to model and competent teachers. (Report on the Development of Education in Ethiopia to UNESCO, 2004).

Specifically, the plasma display panel teachers, as they are native speakers of the language, are successful teachers of oral (speaking) English. The reason for this is summarized as follows:

- *A native English speaker himself [herself] is foreign, new different and thus interesting in every easy to the students.*

- *He/She is the best model set for the students to learn the language he/she speaks and the culture he/she comes from.*
- *He/She gives the natural language environment as well as a chance to talk with a native speaker, which gives from a feeling of accomplishment when they can by and large, get their ideas across to him/her.*
- *He/She is able to discard those useless, less-than-effective things in the textbook, Instead, they would talk about something useful, everyday affairs to current news, though which the students fell that they have acquired the ability to talk about them too. (Zhou Jie, 1999).*

## CHAPTER – THREE

### 3. Research Methodology

This study is confined to investigating the grade nine televised as well as non-televised modes of speaking skill teaching. For this reason, two schools that employ differing modes of presentation are included in the study. Hence, in this chapter, the method of research used to gather data and the procedures undertaken to analyze them are presented. The chapter deals with issues regarding the samples of the study, the data collection instruments, the data collection procedures and the method of data analysis.

#### 3.1 The Subjects

In order to conduct the study, two sample high schools which fit the purpose of the research were selected to compare differing modes of speaking skill teaching (i.e. to compare the speaking skill teaching techniques employed in both modes of instruction). The two schools are Entoto Amba Primary and Secondary School and Dil Ber Secondary School that are found in Addis Ababa. They are naturally isolated ones with regard to the mode of teaching they offer. Dil Ber school offers educational satellite programme whereas Entoto Amba school makes use of the conventional method of teaching (i.e. it does not offer educational satellite television programme).

The study was conducted in grade nine by including ten teachers as the subjects of the study. Five teachers from each school participated in the study (i.e. all of grade nine English teachers were included in the study).

#### 3.2 Sampling

The selection of the plasma school is based on the lottery method. That is, among high schools found in Addis Ababa, which have plasma satellite television, lottery was drawn to select one. In this way, Dil Ber secondary school was selected. On the other hand, the selection of the second school (Entoto Amba) is purposive. The researcher purposely selected Entoto Amba Secondary School because it is only governmental school that does not use plasma TV. However, this does

not mean that there are no others, rather it is the school which the researcher could find and also closer to the other school chosen.

Therefore, the presence of the two high schools, which offer differing modes of teaching, helped the researcher to investigate whether the plasma speaking skill teaching technique is better than that of non-plasma (traditional) one. Dil Ber school was taken as the programme school since it employs EDSTV programme and Entoto Amba school as comparison school since it does not use the EDSTV programme. This was taken as a design which is “tailored” to the situation at hand. Selecting the two schools in this way is essential to compare and know whether the EDSTV programme is better than the traditional mode of instruction in employing speaking skill teaching techniques that are suggested by different scholars in the FL/SL teaching area. Thus, involving the two schools in the study would help the researcher to find out the strengths and weaknesses of the two modes of instruction with regard to speaking skill teaching.

### **3.3 Data Collection Instruments**

In order to obtain more information for this study, the researcher used two methods/instruments. The two types of instruments used to collect data are: classroom observation and questionnaire

#### **3.3.1 Classroom Observation**

As some scholars (e.g. Powel, 1991, Burns, 1999) suggest, observation enables researchers to document and reflect systematically upon classroom interactions and events as they actually occur rather than as we think they occur. Thus, the researcher believed that direct classroom observation would help him to investigate what the speaking skill teaching/learning process looks like in the actual setting and gather more reliable information pertaining to the speaking skill teaching techniques/approaches employed and the speaking tasks/activities practiced.

To accomplish this, the same instrument was used for observing and collecting data at both schools. To conduct the observation, the researcher developed a checklist, which includes eighteen items that are drawn from the literature review (see Appendix C). The items that refer to the speaking skill teaching techniques and the practice tasks/activities employed by the EDSTV or non-EDSTV classroom teachers are tabulated on the checklist. The first six items

refer to speaking skill teaching techniques teachers used in the EDSTV and non-EDSTV mode of instruction. The subsequent twelve items are meant to explore the design feature and type of speaking exercises presented and practiced during the speaking skill teaching classes.

### **3.3.2 Questionnaire**

The other instrument used in the study is a questionnaire. It is employed in the research to the teachers of both schools in order to get information on the teaching of speaking skill via plasma and non-plasma modes of instruction. The purpose of administering the questionnaire was to investigate the long term practice that EDSTV programme and the classroom teachers make use of in teaching speaking skill.

All grade nine English teachers of both schools are included in the study. The results of the questionnaire are tabulated and analyzed. The questions in the questionnaire were close-ended.

### **3.4 Developments of instruments**

The two instruments, (i.e. the questionnaire and the observation checklist) were developed drawing basic assumptions from the literature review. That is general ideas suggested by many scholars with regard to teaching English language speaking skill. In line with this, items were drafted and dispatched to two classmates (post graduate students of TEFL) and one English instructor (MA holder in TEFL) at Hossana College of Teacher Education for a comment. Then, the reseacher's advisor commented on the items.

Taking the suggestions and comments into account, the researcher improved some of the items and produced a revised questionnaire. Finally, the questionnaire was piloted on two English language teachers (one from each school). The observation checklist was also piloted by conducting two observations with the programme group and one observation with one of the English teachers of the comparison group. Based on the feedback from the pilot study, as well as the comments and suggestions obtained, one item (provision of speaking activities which is the most useful technique to teach speaking skill) was included to both of the instruments.

### 3.5 Data Collection Procedures

In order to collect the data for the study, the following procedures were used.

- Classroom observation was carried out using a checklist over four weeks selectively when speaking lessons were presented. The observation was aimed at exploring the speaking skill teaching techniques employed by the EDSTV programme as well as by the non-EDSTV teachers' classroom, and investigating the type and characteristics of activities or tasks provided and practiced during speaking lessons in both programmes.

So as to obtain a more comprehensive and reliable data, the researcher carried out four observations with the programme group; i.e. the EDSTV classes. All the observations were conducted during speaking skill and speaking-related lessons, and each observation lasted for 30 minutes, which was the duration of one whole period for the EDSTV session. Similarly, all the non-EDSTV English teachers of grade nine (excluding the one who partook in the pilot study) were observed for four days each while they were treating speaking sections of units 3, 4 and 5 in particular. In other words, all the speaking sections of units 3, 4 and 5 were the focus of the observation in both groups.

When conducting classroom observation, each item on the checklist (part –I) was rated by putting a tally for every occurrence or application of the technique for speaking skill teaching. At the end of every session, the tallies were summarized and converted into four measures of frequency – always, usually, sometimes and never. To elaborate, if one of the techniques employed was observed or occurred four times, it was rated as ‘always,’ if it occurred three times, it was rated as ‘usually,’ and so on. With regard to the characteristics/types of activities/exercises presented and students practiced (part – II), the alternatives of each item were rated by putting tallies when they were employed or practiced. Then, the option that obtained the highest number of tallies was taken or rated as usual or most frequent practice. Using these procedures, four observations were made with every teacher/session; and at last the four of the observation checklists were compiled in one final result taking the average into account.

- When the observation was over, the questionnaire was distributed to the teachers. The entire grade nine English teachers at both schools (excluding those who part took in the pilot study) filled in the questionnaire. All copies of questionnaire were filled in and returned.

### **3.6 Method of Data Analysis**

The data analysis was carried out based on the following procedures:

1. During the classroom observation, the actual speaking skill teaching techniques employed and the activities presented and practiced by EDSTV as well as by the non-EDSTV classroom teachers were tabulated on the checklist. Finally, the results of the observations were tabulated and summarized in figures and percentages for interpretation.
2. The responses gathered from the teachers using the questionnaire were tabulated and analyzed descriptively, i.e. using frequency and percentage.
3. Finally, based on the data obtained, conclusions were drawn and recommendations were made.

## CHAPTER – FOUR

### 4. Data Analysis and Discussion

This chapter deals with the presentation, analysis and interpretation of the data gathered from both the EDSTV and non-EDSTV programmes regarding speaking skill teaching technique they employ. The data were obtained from grade nine English teachers of Entoto Amba and Dil Ber Secondary schools found in Addis Ababa. Observation and questionnaire were the instruments used to collect relevant data for this study.

The chapter has three parts. Part I is about teachers' profile, that is, their qualification, fields of specialization and work experience. Part-II deals with the speaking skill teaching techniques employed by both schools. Similarly, part-III discusses the way speaking exercises and activities are designed, presented and practiced in both programmes – i.e. part III has to deal with items related to the nature or type of speaking tasks and activities in which students are engaged.

#### 4.1 Teachers' Profile

The number of teachers involved in the main study is eight - four from the EDSTV programme and another four from the non-EDSTV one. The teachers' profile is presented as follows.

**Table:1 Teachers' profile**

No	Programme	Sex		Qualification		Major	Minor	Work experience
		M	F	BA	Dip.			
1.	EDSTV	√	-	√	-	English	Amahric	14 years
2.	EDSTV	-	√	√	-	English	“	2 years
3.	EDSTV	-	√	√	-	English	“	30 years
4.	EDSTV	√	-	-	√	English	-	13 years
<b>Total</b>		<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	-	-	-
1.	NONEDSTV	√	-	√	-	English	Civics	2 years
2.	“	√	-	√	-	English	Amharic	1 year
3.	“	√	-	√	-	English	Amharic	13 years
4.	“	-	√	-	√	English	Amharic	8 years
<b>Total</b>		<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>	-	-	-

As displayed in the table above, three out of four (75%) of the teachers in the EDSTV programme are BA holders who studied English as their major and Amharic as their minor. Only one (25%) of the teachers in EDSTV programme is a diploma holder who studied English as his major and has no minor. Similarly, three out of four(75%) of the English teachers in the non-EDSTV programme are BA graduates who studied English as their major and Amharic as their minor except one whose minor is civics. Besides, almost all of the teachers in the EDSTV programme have greater than 13 years of experience except one who has only two years of experience. In the case of non-EDSTV, two out four(50%) of the teachers have 8 and 13 years of experience respectively, but two (50%) of them have only 1 and 2 years of work experience respectively.

## 4.2. The Speaking Skill Teaching Techniques used by both programmes

### 4.2.1. Creating conducive environment that encourages students to speak

Table-2

Results	EDSTV Programme								Non-EDSTV Programme							
	Always		Usually		Some times		Never		Always		Usually		Some times		Never	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Obse.	4	100	-	-	-	-	-	-	-	-	1	25	-	-	3	75
Ques.	-	-	3	75	1	25	-	-	-	-	3	75	1	25	-	-

Obse= result of observation

Ques= result of questionnaire

The above table shows how often teachers create maximum environment (i.e. giving many opportunities for students to practice speaking and encouraging them) when teaching speaking skill. As we can read from the table, 75% of the teachers in the EDSTV programme confirmed that giving many opportunities such as providing ample listening practice, creating opportunity for real communication, expanding the range of topic students practice talking about, and the like are the usual practices. In the same way, as can be seen from the results of the observation, the EDSTV speaking skill presentation created as much as possible many opportunities for students to practice speaking. For example, when teaching “how to ask for and give an opinion” English

for Ethiopia (EfE), Grade 9, Unit 3), the plasma teacher tried to create different opportunities for practice by varying topics on which students ask for and give opinions in addition to the topic given in the student's text.

As the table shows, on the other hand, hardly any of the non-EDSTV teachers were observed creating any opportunity of practice rather than they themselves speaking for as much as 75% of the speaking class time. Even some of them had been observed while they were giving explanations on the expressions and examples given on the speaking sections and then proceeding to other sections (without giving any chance for students to speak). The only chance they gave for the students was to answer a question after the explanation. At least, they should have created more opportunities of practice based on the activities given in the student's text. For example, based on the activity, "Ask for and give opinions about wearing uniforms" (cf. EfE, Grade 9, Unit 3, Book-2) they could provide other topics (i.e. varying topics) on which students ask for and give their opinions like the plasma teacher did (as the researcher observed). Regarding the activity mentioned above (i.e. Ask for ---), among the four teachers of non-EDSTV programme, only one well - experienced teacher was observed creating a wide range of practice activities by using different topics (e.g. who serves the society best, nurse or teacher? what is your opinion about going abroad? etc). Then, he gave almost all of the class time for students to ask for and give their opinions on the given topics and on any other topics.

Although 3 out of 4 of non-EDSTV programme teachers responded that they usually create opportunities for practice, in reality it was not observed during the observation sessions. In 75% of the observations, hardly a teacher attempted to give speaking exercises that encourage students to practice speaking a lot. On the other hand, the EDSTV session easily created an environment in which students were encouraged and able to speak a lot. The teachers of non-EDSTV programme were stuck to teach speaking section simply by asking and answering method (e.g. Asking students to tell them what expressions we use to ask for and give opinions?). In this regard, educators suggest that students cannot develop their speaking skill by question and answer method only (Rivers, 1981).

Therefore, what we can infer from the discussion above is that the EDSTV is by far better than the non-EDSTV in creating opportunities for students to practice speaking. The programme is also used to create an environment that encourages more varied communicative opportunities for

students to utilize their oral skills. This could be one of the merits of instructional television in that it brings different situations on which students practice.

#### 4.2.2. Helping students in their difficulties

**Table-3**

Results	EDSTV Programme								Non-EDSTV Programme							
	Always		Usually		Sometimes		Never		Always		Usually		Sometimes		Never	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Obse.	-	-	-	-	2	50	2	50	-	-	-	-	3	75	1	25
Ques.	-	-	-	-	2	50	2	50	2	50	2	50	-	-	-	-

Concerning the support teachers give to the students before they speak or when they speak, 50% of the results of the observations showed that students were helped by their plasma teacher before they start to speak sometimes. For example, the plasma teacher supplied key vocabularies and necessary information to help students act out the conversation on page 113 of Grade 9 English Book-2. However, the rest 50% of the observation result showed that students had nearly never got any help from their plasma teacher. Students faced vocabulary problems and how to start and end telling story (cf. Efe. Grade 9, Unit 5, Exercise-2, page 93 of Book-2). Here, neither the plasma teacher nor the classroom teacher told the necessary information (i.e. how to start and end telling story). They did not also supply any key vocabulary as well. In such cases, students may prefer to be silent than speaking. This shows that even the plasma teacher does not help students frequently. But this does not mean that students are not helped at all rather to say they are not helped always. When students face problems such lack of words, necessary information (i.e. when, how and with whom to speak), structure, etc. As Harmer (2001:251-2) suggests, teachers should supply key language (i.e. vocabulary and necessary information or structure), plan activities in advance to help students get a chance to make themselves ready before asking them to participate in the activity, etc. As in the case of the activity mentioned above (story telling), for example, the plasma teacher should have given sufficient time for students to discuss in pairs/groups what amusing things happened in their lives before students are engaged in the actual activity.

In helping students, non-EDSTV programme teachers are better than the EDSTV programme ones. As the result of the observation showed, 75% of the non-EDSTV teachers attempted to help students sometimes. The case, here may be because they always see what problems the students face, which the plasma teacher cannot do. 50% of the teachers in both programmes responded that students were helped always and usually, but the researcher didn't witness this occasion.

Helping students is an important technique in that it motivates them (especially weak ones) to speak. Sometimes students do not speak if the topic to speak is not interesting. In such cases, teachers can vary the topics (i.e. choosing other interesting topics) in addition to the topics given in the students' text. Such presentations could help students not only to speak in the class, but also to speak in the real life situations in the outside world.

To sum up, what we can infer from the results of the observations is that, teachers in both programmes did not frequently assist their students when they were in need of help, however, the non-NONEDSTV programme teachers are better than the EDSTV programme ones in this regard.

#### 4.2.3. Communication strategy training

Table-4

Results	EDSTV Programme								Non-EDSTV Programme							
	Always		Usually		Some times		Never		Always		Usually		Some times		Never	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Obse.	-	-	-	-	-	-	4	100	-	-	-	-	-	-	4	100
Ques.	1	25	1	25	2	50	-	-	-	-	2	50	2	50	-	-

The most important technique, but as the observation result showed, which is completely forgotten in both programmes is strategy training. However, as the above table shows, one out of four(25%) of EDSTV programme teachers responded that it is taught always and usually respectively and 50% of them responded that it is taught sometimes. 50% of the non-EDSTV programme teachers responded that they teach communication strategies usually and sometimes.

According to the result of observation, the responses of the teachers are not consistent with what they actually do in the speaking teaching classes.

Teachers of both programmes can teach communication strategies(CSs), such as, paraphrasing, restructuring, appeal for help, use of fillers/hesitation etc in order to help students use different words and structures to express the same thing. For example, (EfE, Grade 9, Unit 5, section-4 speaking activity, saying you are sure or not sure) can be presented by using easily understandable words (paraphrasing), and by using simple structuring, etc.

In sum, as the result of the observation showed, teachers in both programmes did not frequently tell the students the strategies that help them to promote their speaking skills. Teaching students how to teach themselves is a very important component in English teaching classes in general and in speaking classes in particular. This is because unless teachers show their students the strategies to help themselves, they (the teachers) may or may not be always available to the students to help them. That is why Gonglewski (1999) suggests that any technology in the classroom must be integrated into the curriculum as a tool to support and enhance the learning experiences of students rather than serving as a driving curriculum force

( i.e. rather than ordering students to repeat what is being said by the teacher).

Therefore, in teaching speaking skill, it is advisable that learners should be taught the ways or strategies that help them in their interactions (communications). Because students need to learn how to use speaking strategies to keep conversations going on, they need to use communication strategies of various kinds when they lack words, phrases, or structures in English (Hedge, 2000:262).

#### 4.2.4. Teaching speaking skill integratively with other skills

Table-5

Results	EDSTV Programme								Non-EDSTV Programme							
	Always		Usually		Some times		Never		Always		Usually		Some times		Never	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Obse.	-	-	3	75	-	-	1	25	1	25	-	-	-	-	3	75
Ques.	1	25	-	-	3	75	-	-	1	25	3	75	-	-	-	-

One of the speaking skill teaching techniques that should be employed by both programme is, teaching it integratively with other macro skills (listening, reading and writing). Regarding this technique, 75% of the observation results showed that, the plasma teacher usually allows students to speak based on what they have listened, what they have read and what they have written. This means the plasma teacher usually gives students a chance of listening, reading, and writing before students speak. The plasma teacher usually gives time for students to jot down short ideas and read it in order to make themselves ready for speaking. For example, the plasma teacher gave time for students to read notes and/or expressions on page 114 of grade nine English Book 2, unit five and to write down short ideas before they speak. And then, the plasma teacher gave sufficient time for students to share ideas with each other (where there is speaking and listening). In such a way, the plasma mode of presentation showed how to teach speaking integratively with other macro-skills.

Nevertheless, in the case of the non-EDSTV teachers, the technique is used less frequently. In 75% of the observations, non-plasma school teachers never used this technique. Though three out of four (75%) of them responded that they usually use the technique and 25% of them responded that they use it always, their responses were inconsistent as compared with what was practically observed. In most of the sessions, teachers were observed merely asking students to speak based on the notes and expressions in the student's text (without giving any chance to read, listen and write - i.e. without giving practice activities on reading, writing and listening) before students participate in speaking. Among the five teachers in non-EDSTV program, only one well-experienced teacher was observed in making students practice other skills' activities before engaging them directly in speaking.

In conclusion, the four language skills (listening, speaking, reading and writing) should be taught in the way they occur in the real life situations. From real life experience, we notice that we rarely use language skills in isolation, but in conjunction (Richards, et al, 1985:144). Therefore, the non-plasma school teachers should have at least encouraged students to discuss other skills' activities in pairs/groups before they ask students practice speaking.

#### 4.2.5. Arranging/providing speaking activities

**Table-6**

Results	EDSTV Programme								Non-EDSTV Programme							
	Always		Usually		Sometimes		Never		Always		Usually		Sometimes		Never	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Obse.	4	100	-	-	-	-	-	-	-	-	2	50	-	-	2	50
Ques.	1	25	1	25	2	50	-	-	-	-	1	25	3	75	-	-

As many scholars suggest, carrying out different kinds of activities is the most frequently used technique in the speaking skill teaching classes. Students learn to speak by speaking. Thus, in order to enable students to speak, there should be activities/tasks on which they practice speaking. As confirmed by one out of four (25%) of the teachers of EDSTV programme, the technique is used always and usually respectively, and two out of four (50%) of them responded that it is used sometimes.

On the other hand, three out of four (75%) of the non-EDSTV programme teachers responded that they use the technique (i.e. provide speaking activities) sometimes and one out of four (25%) of them responded that they use the technique usually. Besides, in all of my observations at EDSTV programme, students were provided with different kinds of speaking activities based on the topic given in the students' text. In 50% of my observations, teachers at non-EDSTV arranged speaking activities usually though the amount of practice tasks they provided was very limited. In the rest (50%) of my observations, teachers hardly ever used speaking tasks instead they were giving explanations on the notes given in the speaking sections students' text. Thus, 50% of the teachers in this programme did not seem that they give much emphasis on speaking activities.

With regard to the provision of activities, EDSTV programme is better than the non-EDSTV one though the effort that 50% of the non-EDSTV programme teachers made to arrange speaking skill practice tasks should not be denied. Among the very interesting activities that the plasma presented was model role play activity which is based on the activity on page 71 of grade 9 English Book-2 unit-3. Here, the plasma teacher gave sufficient time for students to watch the

model role play and get ready before they act out. In this way, after the students had watched the model, they acted out the role play nicely and interestingly because of sufficient time and model. Similarly, teachers of the non-EDSTV programme, could present model role plays or dialogues by choosing active students and may be sometimes they themselves can present a model with one active student in the class. Or teachers of non-plasma school could have provided a discussion activity based on “Conversation between Nasredin and the traveler” (EfE, Grade 9 Book-2 Unit-4) like the plasma teacher did. For example, here teachers can create a debatable point which may make students talk much like: Who is right? Nasredin or the traveler?

#### 4.2.6. Procedures in a speaking skill lesson

Table-7

Results	EDSTV Programme								NONEDSTV Programme							
	Always		Usually		Sometimes		Never		Always		Usually		Sometimes		Never	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Obse.	-	-	1	25	3	75	-	-	-	-	-	-	1	25	3	75
Ques.	-	-	2	50	2	50	-	-	1	25	2	50	1	25	-	-

In following the procedures like preparation, presentation, practice, evaluation, and extension both the EDSTV and the non-EDSTV modes of instructions were not successful. As indicated in the table, 75% of the results of observations as well as 50% of the teachers’ responses in the EDSTV revealed that the programme sometimes follows the procedures. Of Course, 50% of the EDSTV programme teachers responded that instructional television usually follows the steps like preparation (i.e. give students sufficient time to get ready before they start speaking), presentation (where a teacher provides model dialogues, which the plasma screen provides most frequently, for example), etc when teaching speaking skill. As the results of the observation indicated, the EDSTV programme is better than the non-EDSTV one in following the general outline of a speaking skill lesson suggested in the review part, though the procedures are used rarely. During the observation, the researcher was able to witness that 25% of the observed speaking skill lessons followed the procedures sometimes.

Although 25%, 50% and 25% of the non-EDSTV programme school teachers responded that they follow the steps always, usually and sometimes respectively, there were very few incidents in which the teachers followed the steps. In most of the sessions three out of four (75%) of teachers used to tell students directly to speak and giving some expressions to use. This is a great disadvantage on the part of the students for unless they are ready, for example, they won't know what to speak and how to speak. For this reason, it would be essential to follow the suggested procedures when teaching speaking skill instead of expecting from students the end result (i.e. speaking fluently and accurately). Thus, the speaking skill lesson should pass through the processes before the product. Teachers in both programmes should, at least, provide key vocabulary, necessary information and structures (preparation), give model examples (presentation), give chances for students to speak (practice), etc.

In summary, the speaking skill teaching technique of the EDSTV was by far better when compared to techniques employed by the non-EDSTV though there are some weaknesses in the EDSTV programme. For instance, the non-EDSTV programme is better than the EDSTV programme in helping students when they encounter difficulties.

Using the aforementioned techniques in the speaking skill teaching classes cannot be sufficient by itself. In other words, speaking skill teaching should not get stuck at this preliminary stage. The presentation stage, which enables students to practice speaking should be enriched by subsequent speaking exercises and activities so as to help students use English in real life situation in the oral mode. In the next part, therefore, we shall see the characteristics of speaking activities that are used in the classes.

### **4.3. The Design Feature of Speaking Activities**

#### **4.3.1 The characteristics of speaking exercises used in the speaking classes**

To explore the characteristics of speaking exercises students practice in class, the following three items were set on the observation checklist as well as in the questionnaire.

The speaking activities that the teacher (plasma or non-plasma) provides to the students:

- A. Are interesting and purposeful-make students' learning more meaningful and fun for them and encourage participation from all students

- B. Offer a challenge which mirrors real life interaction
- C. Are limited to the classroom situation (i.e. only are motivating in the classroom).

**Table-8: Characteristics of the Speaking Activities**

Results	EDSTV Programme						Non-EDSTV Programme					
	A		B		C		A		B		C	
	#	%	#	%	#	%	#	%	#	%	#	%
Obse.	2	50	1	25	1	25	1	25	1	25	2	50
Ques.	3	75	1	25	-	-	2	50	2	50	-	-

Purposeful and interesting activities are very important in helping students practice speaking. In 50% of my observation in non-EDSTV and 25% in EDSTV programmes, the speaking exercises practiced in the class were limited to the classroom situation only. The activities were not what students need in the outside world. For example, students were asked to repeat only what is said by their teacher or written in the students' text. This kind of exercise may not provide an opportunity for students to rehearse communicative skills they will need in the outside world. The researcher learnt from his investigation of the students' English textbook that some of the speaking exercises are not designed in the way that they help students to rehearse the language that they will need in real-life situations.

On the other hand, the results of the observation showed that 50% of the activities in EDSTV and 25% of the activities in non-EDSTV programmes were interesting, purposeful and encourage participation from all students. These kinds of activities do not only encourage classroom communication, but they also initiate students to speak out of class. And the rest 25% of the observation result in both programmes showed that the activities offer a challenge that mirrors real-life interaction. This kind of activity should always be presented and practiced since students do not speak only in the class. 75% of the EDSTV and 50% of the non-EDSTV programme teachers responded that the speaking exercises are interesting and they encourage participation from all students. And the rest 25% of non-EDSTV and 50% of the EDSTV responded that the speaking exercises offer a challenge which mirrors real-life interaction. Nevertheless, it is difficult to say this because as the results of the observations showed, most of

the time students were asked to repeat what is written in the text (especially in the case of non-plasma school). On the other hand, some of the activities presented on plasma screen were not interesting because of the speed and the difficulty of the language that the plasma teacher and model speakers use.

Thus, the organization of the speaking activities in both programmes to some extent is defective, in that some of the activities are not purposeful and as a result they were not interesting. This does not mean that all the activities are not interesting and purposeful it is rather to say they [speaking activities] need modification. So, in order to make speaking activities interesting and purposeful, there should always be reason or purpose for speaking (e.g. bridging an information or opinion gap, asking for or giving real information, finding out about the opinions of their fellow students, etc). The aim of communication activities is to encourage purposeful and meaningful interaction between students (Gower, Phillips and Walters, 1995:102).

#### 4.3.2 The demand of speaking activities

In addition to the items discussed above (4.3.1), the following three items were also forwarded to see the demand of speaking activities students practice.

The speaking activities usually require students to:

- A. Interact with each other/one another (i.e. to work in pairs/groups).
- B. Work individually
- C. Use only accurate words and structures by following their teacher (i.e. to repeat what the teacher had said or what is written in the text).

The results are displayed as follows.

**Table-9: Speaking activities require**

Results	EDSTV Programme						Non-EDSTV Programme					
	A		B		C		A		B		C	
	#	%	#	%	#	%	#	%	#	%	#	%
Obse.	1	25	1	25	2	50	-	-	1	25	3	75
Ques.s	3	75	-	-	2	50	2	50	-	-	2	50

Four out of eight (50%) of the teachers in both programmes responded that the activities require students to interact with each other/one another. Results of the observation (50 % of the EDSTV and 75% of the non-EDSTV programmes) revealed that the speaking exercises demand students to use only accurate words and structures spoken by their teacher or written in the text. 50% of the EDSTV and 50% of the non-EDSTV teachers are also in line with the above result. Besides, this is the reality which is objectively prevalent in the way some of the speaking activities are designed in the student textbook (EfE, students' textbook, for grade nine). Surprisingly, some exercises even require students to speak a single word. For example, most of the questions on page 73 of Grade nine English Book-2 require students to use single words like yes, no, etc. Some of the speaking section questions are "Where does water come from?", "Is there enough water in your area?," etc. This kind of exercise does not encourage students to speak a lot, as Rivers (1981) suggests.

The researcher does not intend to belittle the speaking exercises. However, so as to address speaking skill teaching/learning intensively, more comprehensive and extended activities that actively engage students in producing meaningful tasks need to be incorporated if we want students to benefit the utmost from the speaking lesson. Whatever technique we employ to teach speaking skill, these steps would need to go further into an extended communicative activities.

Furthermore, as the results of the observation showed, 25% of the speaking exercises in the EDSTV demand students to interact with pairs/groups and 50% non-EDSTV and 25% of the speaking exercises in the EDSTV programmes require students to work individually. But as stated in the review part, speaking is not done alone. So, such types of activities need to be modified in the way that they promote pair/group communication.

### **4.3.3 The focus areas of speaking activities/exercises**

Since we teach the four macro skills (listening, speaking, reading and writing) integratively, which skill areas do the speaking activities/exercises most frequently address? The next items were meant to explore information regarding the primary focus of speaking activities in both programmes.

The speaking activities that the English teacher provides mainly focus on:

- A. Listening and speaking only
- B. Writing and speaking only
- C. Integrated activities which incorporate listening, speaking, reading and writing

**Table-10: The focus area of speaking activities**

Results	EDSTV Programme						Non-EDSTV Programme					
	A		B		C		A		B		C	
	#	%	#	%	#	%	#	%	#	%	#	%
Obse.	2	50	-	-	2	50	3	75	1	25	-	-
Ques.	-	-	-	-	4	100	-	-	1	25	3	75

Though the main focus of speaking activities is to help students practice speaking, in reality, speaking cannot be done alone. For example, one speaks based on what he/she listened, read and wrote. Therefore, this is why the items (A-C) above are included in the observation checklist and questionnaire.

The results of the observation indicated that speaking class activities largely focus on listening and speaking only. Students were largely involved in listening and speaking. Especially, with the non-EDSTV programme, teachers used to teach speaking skills by making the students to listen to instructions and allowing them to share ideas with each other on a given topic – where students who have little idea or no idea on the topic to talk about and listen to their partners very carefully. In 75% of the observation session in non-EDSTV, students were listening to the teacher’s explanations, to their partners’ ideas, etc before they speak. In the other 25% of the session, students were asked to write something before they speak.

As shown in the table, 100% of the EDSTV and 75% of the non-EDSTV teachers responded in a contradictory way to the results of the observation. They responded that the exercises usually focus on integrated activities. But the researcher observed that the reality is the opposite. This is because no incidents were observed during the non-EDSTV speaking sessions when students were engaged in integrated speaking activities other than mostly listening to the teacher’s

explanations and uttering few words with their partners and in response to the exercises provided by the teacher and or in the text.

In the case of the EDSTV programme, the observation made revealed different results. In 50% of the observation session, the programme presented supplementary speaking activities (which didn't appear in the text book) in an integrative way. An example was given on the screen showing students were reading a very short extract (which was seen on the screen) and the plasma teacher allowed students to take short notes while they read. Then students were allowed to share ideas orally (where there were speaking and listening). From this we can understand that speaking can be taught interactively with other skills, rather than teaching it alone, which is impossible in reality.

#### 4.3.4 The types of speaking activities that are used in the classroom

What types of activities do we use in class when we teach speaking skill? Interactive activities can be divided for convenience into three categories. The next items are meant to explore the general types of speaking activities we use in the classroom.

The types of speaking activities the teacher and/or the text provides are:

- A. Controlled and guided activities
- B. Free activities
- C. Balanced (a combination of three types)

**Table-11: The types of speaking activities**

Results	EDSTV Programme						Non-EDSTV Programme					
	A		B		C		A		B		C	
	#	%	#	%	#	%	#	%	#	%	#	%
Obse.	2	50	-	-	2	50	3	75	1	25	-	-
Ques.	2	50	-	-	2	50	-	-	-	-	2	50

As we can read from the table, four out of eight (50%) of teachers in both programmes responded that the speaking activities which are used in the speaking class are controlled and guided. The result of the observation is consistent with the responses of EDSTV teachers. In 50% of my observation, students were asked to practice accurate use of words and structures, and then they

were provided with models. On the other hand, 50% of the result of my observation showed that, in EDSTV programme, students were given a combination of controlled, guided and free activities in that order. The plasma teacher first presented controlled activities which helped students use accurate words and structures, then gave them model dialogues on the screen and finally allowed students to speak freely.

The observation result in the non-EDSTV programme showed that 75% of the speaking activities presented and practiced were controlled and guided (mostly controlled). Students were asked only to use words and structures presented by the teacher and/or written in the text. In 25% of the observation sessions in non-EDSTV programme, students were given a kind of free activity like: "Tell how to boil tea or coffee!" "Tell how to iron clothes!". Here, the teachers had not been seen giving any guidance for students even on how to start and end what they are telling. As a result, students could not use correct words (especially sequencing words) while they were speaking. Here, teachers should have told at least what sequencing words should students use like the plasma teacher did.

Two out of four (50%) of EDSTV and two out of four (50%) of non-EDSTV programme teachers responded that the speaking tasks students practice are combination of controlled, guided and free. The responses of EDSTV teachers are consistent with the result of observation, but of the non-EDSTV are not because the result of the observation showed that only 25% of the activities were a combination of the three. As stated above, the kinds of speaking activities practiced in the non-EDSTV programme classes were mostly controlled.

As scholars suggest, it is a good idea to use a combination of controlled, guided and free activities in order to help students develop their speaking skill little by little. This is because as students used to doing controlled and guided activities they become more sure of themselves and more adventurous so that free activities can be attempted. It has therefore, become usual to include controlled, guided and free activities in speaking classes.

In summary, various types of speaking activities including those listed in the review section 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.

## CHAPTER - FIVE

### **5. Conclusions and Recommendations**

In this comparative study an attempt has been made to find out whether or not the EDSTV programme has better addressed speaking skill teaching/learning than did the non-EDSTV programme in creating maximum environment or in presenting tasks that are rich in context, that are effective in promoting interaction among students and that integrate different macro skills (listening, speaking, reading and writing) and facilitate meaningful practice.

To carry out this study, two schools, which employ different modes of instruction, were chosen. The main instruments used were observation and questionnaire.

Classroom observations were conducted for over four weeks at both schools to study the speaking skill teaching techniques employed and to examine the way speaking activities students practiced are designed and presented. An observation checklist was prepared to carry out the observation. The checklist focused on eighteen major items. The first six items dealt with the speaking skill teaching techniques teachers employ. The rest of the items refer to the types/characteristics of activities, i.e. how the activities are designed, presented and practiced in the class.

After the observation had been over, a questionnaire was dispatched to English teachers of both schools to have a general idea about the long established speaking skill teaching/learning practices. Based on the results of the study, the following conclusions and recommendations are made.

## 5.1 Conclusions

1. The educational satellite television was by far better than the non-EDSTV one in creating environments or opportunities (e.g. providing ample listening practice, expanding the range of topic students practice talking about, encouraging student interaction, etc) to practice speaking. In the case of non-EDSTV mode of instruction, however, hardly any teacher attempted to create any opportunities for students to practice speaking. The teachers mostly used teacher-fronted teaching. Teachers in non-EDSTV programme were observed using 'chalk and talk' and 'book-teacher' mode of teaching/learning. The teachers themselves were engaged the most in speaking. They overtook the students' part.
2. Among the important techniques to teach English in general and speaking skill in particular, one is strategy training. Strategic competence helps students know when and how to speak, to keep conversation going on, and to clear up communication breakdown as well as comprehension problems (Shumin, 1997 cited in Berhanu, 2007). But, as the result of the observation, shows this crucial element was almost ignored by both programmes.
3. Another technique to teach speaking skill is to teach it integratively with when teaching other macro skills (listening, reading and writing). The EDSTV mode of instruction was successful in this regard. The plasma teacher attempted to teach speaking integratively with other skills. Thus, students had a chance of practicing speaking when they were practicing other skills. For example, the plasma teacher sometimes encouraged students to discuss answers for some exercises in pairs/groups before the students tell the answer to the classroom teacher. But, very few incidents were observed in non-EDSTV programme where students practiced speaking when they were practicing learning other skills, activities. Students hardly had a chance or no good context was created in the teaching of other skills that encourage students to speak.
4. Teachers in both programmes did not follow the steps (preparation, presentation, practice, evaluation and extension) frequently when they teach speaking skill. The teachers were observed using only two of the steps (presentation and evaluation). They were giving explanations on speaking section notes and asking questions based on their explanation. However, to some extent, the practice step was observed in the case of EDSTV programme.

5. Inadequacy of time and the amount of speaking tasks to generate oral discussions, and lack of exposures to cope up with the plasma teacher's language and pronunciation were among the problems encountered in the teaching of speaking skill via plasma TV.  
In sum, the speaking skill teaching techniques the educational satellite television employed were better than those employed by classroom teachers. Especially, in providing practice opportunities and in encouraging students to practice speaking when teaching others skills. Nevertheless, as to the way speaking activities are designed, presented and practiced the following drawbacks were identified in both programmes.
6. Appropriate speaking tasks/exercises are very useful in helping students develop speaking. The speaking exercises presented in the class mainly focus on the accuracy of words and structures (i.e. focus on repeating what is said by the teacher and/or written in the text (Table-9). In both programmes, therefore, the provision of variety of exercises was defective in that it did not provide fertile ground for students to speak in a more extended communication. That is, it did not engage students in activities that require them to use English for different functions (greeting, shopping, persuading, etc).
7. As it is mentioned in the review part, speaking is not an activity that is done alone. It needs an interaction between individuals. But, most of the speaking section activities were designed in the way they require students to work individually. Some require students to speak only when they are asked questions by their teacher. In addition, even some of the activities demand students to speak a single word, like yes, no, etc. (Table-9). In general, the amount of activities which require demand students to work in pairs/groups is less.
8. Most of the activities presented in both programmes (especially in non-EDSTV) were controlled and guided. Almost all of the speaking activities teachers presented in non-EDSTV programme were controlled and guided (especially controlled). Students had no chance of using different alternatives in their speech, but depend only on a single word/structure given by the teacher and/or written in the text (Table-11).

## 5.2 Recommendations

1. It is by speaking that students learn to speak. In the development of speaking skills, students should be given chances to speak. Therefore, teachers in non-EDSTV programme should create every opportunity for speaking in the class. Teachers in both programmes should give much of the speaking class time for students instead of they themselves engaged the most in speaking (over taking the students' part) for it is by speaking that students increase their fluency and confidence.
2. There are different roles that teachers play in the teaching/learning process in general and in speaking skill teaching in particular. Among these, one is assisting students when they are in need of help. Therefore, the plasma teacher should not only help students by providing key vocabulary, necessary information, but should also give sufficient time for classroom teacher to help students.
3. In order to keep a conversation going, our students need to learn not only linguistic (grammatical) knowledge, but also how to use speaking strategies. For this reason, teachers in both EDSTV and non-EDSTV programmes should spend more time teaching speaking strategies like message adjustment/avoidance, appeal for help, paraphrasing, use of fillers/hesitation, etc.
4. It is obvious that the four main language skills naturally occur together in real life situations. So, what we teach in the language class should reflect that. Teachers in both programmes (especially NONEDSTV) should teach speaking skill integratively with other skills (i.e. they should create opportunities to speak based on other skills' activities).
5. Our means for providing learners with whole-task practice in the classroom is through various kinds of communicative activities which create a context that supports learning (speaking in our case). Thus, since speaking activities are important to endorse the learners' communicative needs, the non-EDSTV programme teachers should set and provide interesting speaking activities.

6. To alleviate the problems that prevail in the English for Ethiopia (EfE) speaking exercises, English teachers need to invest their time in designing relevant speaking activities that can initiate students to interact and share ideas. In other words, they need to create appropriate activities on speaking lessons that can promote communication.
7. Similarly, the EDSTV programme could further enrich speaking sessions by providing supplementary exercises that help students use the language in a meaningful and natural way.
8. After having noticed that the EDSTV programme is better than the non-EDSTV one in employing the speaking skill teaching techniques or approaches or approaches suggested by different scholars, the researcher of this study recommends others to conduct a research on this area to find out the difference between the speaking performances of the students who learn in both programmes.

In sum, speaking skill lessons should occupy a more significant position in EfE than what has previously been the case.

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## APPENDIX A

**Teachers' Questionnaire: EDSTV Programme**  
**Addis Ababa University**  
**School of Graduate Studies**  
**Department of Foreign Languages and Literature**

Dear teacher,

The main purpose of this questionnaire is to get information about the speaking skill-teaching techniques the Educational Satellite Television (EDSTV) programme employs in English language classes. It also aims at examining the types of speaking activities the plasma teacher provides and the students practice in the Educational Satellite Television (EDSTV) English classes.

Your responses to the questions would help me in investigating the problem and suggesting possible solutions. Thus, you are kindly requested to give genuine responses.

### Part I- Personal Information

Please, put a tick mark (✓) in the box against the item that refers to you.

1. Sex:            Male                       Female
2. Qualification      BA             Diploma             TTI
3. Major \_\_\_\_\_ Minor \_\_\_\_\_
4. Work experience \_\_\_\_\_ year(s)
5. Average number of students you teach in all sections \_\_\_\_\_

Part II- The following items/sentences refer to the speaking skill teaching techniques the Educational Satellite Television (EDSTV) teacher makes use of in English classes. How often/frequently does the teacher use the techniques to teach speaking skill? Read each item and then give your response by circling the letter of your choice.

1. The teacher creates maximum environment that encourages communication  
A. Always            B. Usually            C. Sometimes            D. Never
2. The teacher helps the students such as by providing key vocabulary, necessary information, etc  
A. Always            B. Usually            C. Sometimes            D. Never
3. The teacher trains/teaches students communication strategies  
A. Always            B. Usually            C. Sometimes            D. Never
4. The teacher teaches speaking integratively with other skills.  
A. Always            B. Usually            C. Sometimes            D. Never
5. The teacher arranges/provides speaking activities  
A. Always            B. Usually            C. Sometimes            D. Never

6. The teacher follows the steps like preparation, presentation, etc when teaching speaking
- A. Always                      B. Usually                      C. Sometimes                      D. Never

**Part III-** The following items/sentences refer to the types of speaking activities provided and practiced in the EDSTV English classes. Please, indicate your response by circling the appropriate letter.

1. The speaking exercises that the plasma teacher provides to the students usually:
  - A. Are interesting (purposeful)- make students' learning more meaningful and fun for them and encourage participation from all students
  - B. Provide an opportunity for students to rehearse communicative skills they will need in the real world (i.e. offer a challenge which mirrors real-life interaction)
  - C. Are limited to the classroom situation only (i.e. only be motivating in the classroom)
2. The speaking activities usually require students:
  - A. To work individually
  - B. To interact with one another/each other or to work in pair/groups
  - C. To use accurate words and structures by following their teacher i.e. to repeat what is being said by their teacher
3. The activity that the plasma teacher mostly uses are:
  - A. Controlled & Guided
  - B. Free
  - C. Balanced (i.e. a combination of the three).
4. The speaking activities/exercises students practice in class mainly focus on:
  - A. Listening and speaking only
  - B. Writing and speaking only
  - C. Integrated activities which incorporate listening, speaking, reading and writing

## Appendix B

**Teachers' Questionnaire: NON-EDSTV Programme**  
**Addis Ababa University**  
**School of Graduate Studies**  
**Department of Foreign Languages and Literature**

Dear teacher,

The main purpose of this questionnaire is to get information about the speaking skill-teaching techniques teachers employ in English language classes. It also aims at examining the types of speaking activities provided by the teacher, and the kind of the speaking exercises students do in class or sometimes may be as an assignment.

Your responses to the questions would help me in investigating the problem and suggest possible solutions. Thus, you are kindly requested to give genuine responses.

Thank You!

### Part I- Personal Information

Please put a tick mark (✓) in the box against the item that refer to you.

1. Sex: Male  Female
2. Qualification BA  Diploma  TTI
3. Major \_\_\_\_\_ Minor \_\_\_\_\_
4. Work experience \_\_\_\_\_ year(s)
5. Average number of students you teach in all sections \_\_\_\_\_

### Part II-

The following items/sentences refers to the speaking skill-teaching techniques an English teacher makes use of in English classes. How often do you use the techniques to teach speaking skill? Please indicate your response by circling your alternative.

1. I teach speaking skill by creating maximum environment that encourages communication  
A. Always                      B. Usually                      C. Sometimes                      D. Never
2. I help students to overcome difficulties when they speak  
A. Always                      B. Usually                      C. Sometimes                      D. Never
3. I train/teach students communication strategies  
A. Always                      B. Usually                      C. Sometimes                      D. Never
4. I teach speaking skill integratively with other macro skills (listening, reading and writing)  
A. Always                      B. Usually                      C. Sometimes                      D. Never
5. I provide speaking activities which help students practice speaking  
A. Always                      B. Usually                      C. Sometimes                      D. Never
6. I follow the steps like preparation, presentation, etc when teaching speaking skill  
A. Always                      B. Usually                      C. Sometimes                      D. Never

### Part III-

The following items/sentences refer to the types of speaking activities provided/presented and practiced in the English classes. Please, indicate your response by circling the appropriate letter.

1. The speaking exercises that I provide to the students:
  - A. Are interesting and purposeful- make students' learning more meaningful and fun for them and encourage participation from all students
  - B. Provide an opportunity for students to rehearse communicative skills they will need in the real world (i.e. offer a challenge which mirrors real-life interaction).
  - C. Are limited to the classroom situation (i.e. only be motivating in the classroom).
2. The speaking activities that I provide and/or written in the text usually demand/require students to:
  - A. Interact with each other/one another (i.e. to work in pairs/groups)
  - B. Work individually
  - C. Use only accurate words and structures by following their teacher (i.e. to repeat what the teacher said or what is written in the text).
3. The speaking exercises that I provide mainly focus:
  - A. Listening and speaking only
  - B. Writing and speaking only
  - C. Integrated activities which incorporate listening, speaking, reading and writing
4. The types of speaking activities that I and/or the text provides are:
  - A. Controlled & guided activities
  - B. Free activities
  - C. Balanced (a combination of the three types)

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## Appendix C

Observation Checklist  
 Programme EDSTV

Non- EDSTV

<b>I. Speaking Skill Teaching Techniques</b>		<b>Occurrence</b>	<b>Total tallies</b>	<b>Rating</b>
1.	The teacher creates a conducive environment that encourages communication			
2.	The teacher helps students in their difficulties			
3.	The teacher trains communication strategies			
4.	The teacher teaches speaking integratively with other skills			
5.	The teacher arranges speaking activities			
6.	The teacher follows the steps preparation, presentation...			
<b>II. Types of Speaking Activities Presented and Practiced</b>		<b>Occurrence</b>	<b>Total tallies</b>	<b>Rating</b>
7	The speaking exercises Provided to students:			
	a. are interesting and purposeful..			
	b. offer a challenge which mirrors..			
	c. are limited to class room situation			
8	The speaking activities require the students to:			
	a. interact with each other			
	b. work individually			
	c. use only accurate words and structures			
9	The speaking exercises mainly focus on:			
	a. listening and speaking only			
	b. writing and speaking only			
	c. integrated activities			
10	The types of activities are:			
	a. controlled and guided			
	b. free			
	c. balanced			

## Appendix D

**Addis Ababa University  
School of Graduate Studies  
Department of Foreign Languages and Literature  
Summary of Observations**

**Programme EDSTV**

**Programme NON-EDSTV**

<b>I. Speaking skill Teaching Techniques</b>		<b>Rating Results</b>				<b>AV.R</b>
		<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>	
1	The teacher creates conducive environment that encourages communication					
2	The teacher helps students in their difficulties					
3	The teacher teaches/trains communication strategies (CSs).					
4	The teacher teaches speaking skill integratively with other skills.					
5	The teacher arranges speaking activities					
6	The teacher follows the steps preparation, presentation, etc ....					
<b>II. Types of speaking Activities presented and practiced</b>		<b>Rating Results</b>				<b>AV.R</b>
		<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>	
7	The speaking activities that the teacher provides are:					
8	The speaking activities usually demand students to:					
9	The speaking activities students practice mainly focus on					
10	The characteristics of speaking activities teachers provide are:					

**D1= Day-1,**


**D2= Day 2, ---**

**Av.R= Average rating**

## DECLARATION

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

NAME : TAYE G/MARIAM

SIGNATURE : 

PLACE : ADDIS ABABA UNIVERSITY, DFLL

DATE OF SUBMISSION : JUNE, 2008

