



**Evaluating the Teaching of the Advanced Speech Course:
An Analysis of the Teaching Strategies, Assessment
Techniques, and Course Materials.**

By

Endalew Molla Tessler

March, 2024

Addis Ababa, Ethiopia



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**A Thesis Submitted to the Department of Foreign Languages and
Literature in Fulfilment of the Degree of Philosophy in English
Language Teaching**

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Examiner	Signature	Date

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.

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Abstract

This study aimed to evaluate the teaching of the Advanced Speech course at Debre Markos University, focusing on the teaching strategies, assessment practices, and course materials. A descriptive research design was used for this study. Forty-three second-year students and six teachers were selected through availability and purposive sampling, respectively. Data were collected through in-depth interviews, observations, and document analysis and analyzed qualitatively. The findings indicated that the course materials primarily focused on accuracy and lacked measurable objectives. Teaching resources were inadequate, with little engaging content or audiovisual support. The content and activities did not emphasize fluency, pronunciation, or student-centered learning. Teaching methods did not align with communicative language teaching principles or incorporate interactive techniques. Assessments were imbalanced, relying heavily on written tasks and failing to measure key speaking skills effectively. Teachers were often assigned to the course unwillingly, and classroom conditions were unsuitable for spoken language learning. Instruction was lecture-based rather than interactive, and classroom activities were unengaging. Assessments lacked practical components, and feedback was ineffective, offering students limited opportunities for self-correction or peer review. The study recommends revising the curriculum to incorporate interactive teaching approaches, including real-life speaking activities. Teachers should integrate diverse visual and audio resources, while students are encouraged to take more initiative in practicing English. Structural improvements, such as smaller class sizes, better seating arrangements, and a functional language laboratory, are also suggested.

Key words: *advanced speech, teaching strategies, assessment practices, course materials, communicative language teaching*

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List of Acronyms and Abbreviations

AAU: Addis Ababa University

ACTFL: American Council on the Teaching of Foreign Languages

CD: Compact Disk

CL: Cooperative Learning

CLT: Communicative Language Teaching

DMU: Debre Markos University

EFL: English as a Foreign Language

ELIC: English Language Improvement Center

ELT: English Language Teaching

EnLa: English Language

ESL: English as a Second Language

FDRE: Federal Democratic Republic of Ethiopia

MoE: Ministry of Education

SLA: Second Language Acquisition

TEFL: Teaching English as a Foreign Language

TEIs: Teacher Education Institutions

TELL: Technology-Enhanced Language Learning

UNICEF: United Nations

Definition of Terms

The following words are frequently used in this thesis. The words seem similar, though they have their meaning. To make their meaning clear, the researcher preferred to define them as follows:

Approach: is a set of correlative assumptions dealing with the nature of language teaching and learning. It is axiomatic. It describes the nature of the subject matter to be taught (Anthony, 1963, pp. 63–67).

Assessment: “Assessment is the process of gathering and discussing information from multiple and diverse sources to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.” (Huba & Freed, 2000, p. 108).

Class Size: the actual number of pupils taught by a teacher at a particular time (Ehrenberg et al., 2001).

Curriculum: principles and procedures for the planning, implementation, evaluation, and management of an educational program. Curriculum study embraces syllabus design (the selection and grading of content) and methodology (the selection of learning tasks and activities) (Nunan, 1988, p. 158).

Material Evaluation: the systematic appraisal of the value of materials about their objectives and the objectives of the learners using them. Evaluation can be pre-use and therefore focused on predictions of potential value. It can be whilst-use and therefore focused on awareness and description of what the learners are doing whilst the materials are being used. It can be post-use and therefore focused on the analysis of what happened as a result of using the materials (Tomlinson, 1998, p. 11).

Materials: anything that is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, or a paragraph written on a whiteboard: anything that presents or informs about the language being learned (Tomlinson, 1998, p. 11).

Method: is an overall plan for the orderly presentation of language material, no part of which contradicts and all of which is based upon the selected approach. A method is procedural (Anthony, 1963, pp. 63–67).

Objective: a statement describing what learners will be able to do as a result of instruction (Nunan, 1988, p. 158).

Practice: the stage when a teacher allows learners to work under the direction of him/her (Nunan, 1991, p. 2).

Second/Foreign Language: the term is used to refer to a language that is not a mother tongue but is used for certain communicative functions in a society (Tomlinson, 1998, p. 12).

Setting: the way a classroom is organized (individual, pair, small group, large group, or whole class) (Nunan, 1991, p. 2).

Strategy: Teaching strategies, also known as instructional strategies, refer to the methods, techniques, procedures, and processes that a teacher uses during instruction (Parrott, 1993, p. 57).

Syllabus: a specification of what is to be taught in a language program and the order in which it is to be taught. A syllabus may contain all or any of the following: phonology, grammar, functions, notions, topics, themes, and tasks (Nunan, 1988, p. 159).

Technique: an implementational activity that teachers use within a given method. It is a particular track, stratagem, or contrivance used to accomplish an immediate objective (Anthony, 1963, pp. 63–67).

Chapter One

1. Introduction

1.1. Background of the Study

English has spread worldwide, breaking down barriers of race, color, and belief (Crystal, 1997). As a result, it has become the dominant language in international relations, serving as a unifying force across nations. Its widespread use in industries such as banking, tourism, transportation, business, technology, diplomacy, and scientific research has solidified its role as a global medium of communication (Brown, 2004).

As the global demand for English increases, the number of students learning it as a second language has also surged. This population continues to grow more rapidly than that of native English speakers (Shore, 2001), highlighting the growing significance of English language education. English is not only a tool for communication but also a key player in facilitating interaction between nations, making it an essential skill for global engagement (Earl, 1989).

In Ethiopia, English has had a pivotal role in the country's social, political, and economic development since its introduction over a century ago. The teaching of foreign languages began with the establishment of Menelik II School¹, which was designed to prepare students for international relations. Initially, French was mandatory in primary schools, while Arabic, Italian, and English were optional. However, following Ethiopia's liberation from Italian occupation in 1941, English began to dominate in various sectors. By 1958, English was replaced by Amharic and local languages as the medium of instruction in early education, though English remained a subject. It became the primary language of instruction from secondary school onward. The 1994 Education and Training Policy further strengthened English education by introducing it from grade one in public schools and earlier in private institutions, making it the primary language of instruction at the tertiary level (Bender et al., 1976; Bloor & Tamirat, 1996; Marew, 2000; Pankhurst, 1974; Ministry of Education, FDRE, 2012; Bowen, 1976; Daniel, 1998; Dereje, 2000).

¹ According to Merse Hazen Welde Kirkos (2002), the first language school was established in January 1907 in Addis Ababa in an area called 'Eri Bekentu' at Muse Lagar's home. The emperor recruited three Egyptian teachers. Lij Eyasu and Dejazmach Teferi Mekonnen were among the first students.

Today, English serves as a second language for many Ethiopians. It is commonly used in international conferences and is a primary language for communication, particularly because Ethiopia is home to the African Union's headquarters. English is also widely used by foreigners living, working, or passing through Ethiopia in various settings such as offices, supermarkets, and hotels. Consequently, a significant portion of the Ethiopian population must acquire English for daily communication (Haregewoin, 2008).

Moreover, English plays a prominent role in Ethiopia's media landscape. English language publications such as *The Ethiopian Herald*, *The Reporter*, and *The Daily Monitor* provide news and updates. Most websites offering current events, entertainment, and job announcements are also in English. Social media platforms like YouTube, Telegram, Instagram, Twitter (X), TikTok, and Facebook are widely used in English, as these platforms were originally designed in that language. Additionally, many Ethiopians watch international sports events with English commentary, further emphasizing the language's importance in day-to-day life.

The reliance on English in Ethiopia's educational system is also significant. English proficiency is a prerequisite for success in middle and postsecondary education. Students in secondary schools, colleges, and universities must be proficient in English to meet academic requirements and complete their coursework. Thus, acquiring a respectable level of English proficiency is crucial for Ethiopian students to succeed academically.

In the context of English as a Foreign Language (EFL) education, one of the primary concerns for learners is improving their speaking skills. Unfortunately, many language classes, particularly in EFL settings, emphasize grammar and syntax over the practical skills needed to use the language effectively in communication (Esayas, 2018; Bezabih, 2009). While grammar and vocabulary are important components of language learning, they are often taught in isolation, with less emphasis on how to use them in real-world conversations. This approach can leave students underprepared to engage in fluent communication. According to Lightbrown & Spada (1999), skills are essential for communicative competence and are often assumed to be acquired implicitly through practice, rather than being explicitly taught.

Nunan (1991) suggests that success in language learning is measured by the ability to carry on a conversation in the target language. Therefore, students may lose motivation if they are unable to

speak the language or if they do not have opportunities to practice speaking in class. This issue is particularly prevalent in many EFL settings where opportunities for speaking practice are limited.

Teaching speaking, however, is crucial to language education. Not only does it serve as the primary mode of communication in many educational settings, but it is also essential for fulfilling the learning objectives of many language curricula. Unfortunately, despite its importance, teaching speaking remains a significant challenge for educators. According to Burns (1998), the question remains whether language classrooms focus on "doing" the teaching or truly on "teaching" speaking skills.

In Ethiopia, the teaching of speaking skills has deep roots in the country's broader approach to foreign language instruction. Foreign languages were integrated into Ethiopia's educational system with the goal of preparing students for international communication (Bender et al., 1976; Pankhurst, 1974). Oral communication was emphasized because it plays a crucial role in diplomatic, economic, and cultural exchanges. Crystal (1997) also highlights the importance of speaking in international relations, where effective communication is essential for conveying ideas, negotiating, and reaching agreements. Samovar et al. (2013) further emphasize that strong speaking skills are invaluable in cross-cultural interactions, as they facilitate understanding and cooperation in diplomatic and business settings.

The teaching of speaking in Ethiopia has evolved over time, following global trends in language education. While traditional methods often prioritized grammar and written exercises, the growing importance of oral communication led to a shift towards communicative language teaching (CLT) approaches, which prioritize speaking and listening skills. This shift aims to produce graduates who can engage effectively in spoken communication, in addition to reading and writing (Ministry of Education, FDRE, 2012). Thus, the historical development of speaking skills education in Ethiopia underscores the broader goal of preparing students for meaningful participation in international affairs.

Despite these advancements, fluency in speaking remains an aspiration for many students who seek to engage with international and continental organizations. However, efforts in schools and universities have not been sufficient to prepare students to achieve this level of proficiency (Daniel, 1998; Dereje, 2000).

Spoken courses are essential for ESL (English as a Second Language) university students for a variety of reasons. They are particularly valuable in enhancing both language proficiency and the practical communication skills necessary for academic and professional success. One of the primary benefits of spoken courses is that they help students improve their communication skills. These courses provide opportunities for students to practice speaking in real-time, enabling them to build fluency and enhance their pronunciation. Since many ESL students struggle with spontaneous conversation, spoken courses offer a supportive environment where they can engage in dialogue and improve their ability to express themselves (Khan, 2020).

To improve fluency, spoken courses are crucial for academic success. In university settings, students are frequently required to engage in discussions, seminars, and presentations. ESL students who have participated in spoken courses are better prepared to navigate these academic demands. They develop the confidence and ability to express their ideas clearly, even in challenging situations. This preparation ultimately helps students perform better in their academic coursework, as communication plays a significant role in most subjects and academic settings (Thornbury, 2016).

In addition, spoken courses create an interactive learning environment that fosters engagement. These courses often involve group discussions, peer feedback, and collaborative activities, which encourage active participation. Unlike traditional lecture-based classes, spoken courses promote learning through communication, allowing students to improve their language skills through hands-on practice. This interactive approach helps to reinforce learning and ensure that students can apply what they have learned in real-world contexts (Richards, 2015).

Enhancing the students' speaking skills begins with a thorough needs analysis and the development of an effective curriculum that focuses on practical language use (Richards & Rodgers, 2001). In contemporary language education, CLT has emerged as an effective methodology for teaching speaking. CLT emphasizes real-life communication, interactive learning, and student-centered activities to foster fluency and confidence in speaking (Littlewood, 1981; Nunan, 1991; Harmer, 2001).

However, despite its global recognition, there is little concrete data on when CLT was officially introduced into Ethiopia's education system. This lack of documentation raises questions about

the implementation of communicative teaching methods in the country. Additionally, there is uncertainty regarding whether the current English Language and Literature curriculum in Ethiopian schools adheres to the principles of CLT.

Another significant issue in Ethiopian schools and universities is the effectiveness of speaking strategies used by teachers. According to Genet (2017), many instructors focus primarily on grammar instruction, vocabulary memorization, and written exercises, leaving little room for practical speaking activities. As a result, students receive limited opportunities to practice spoken English in meaningful contexts. Studies have shown that speaking skills are best developed through active engagement in real-life communication tasks, yet many Ethiopian classrooms remain teacher-centered, preventing students from actively participating in their learning.

Instructional materials also play a critical role in developing speaking skills. Effective materials should provide structured opportunities for students to practice language in interactive and meaningful ways. Unfortunately, many of the materials used in Ethiopian educational institutions fail to incorporate real-life communication scenarios or engaging activities Bezabih (2009). This gap in instructional materials further limits students' opportunities to improve their speaking skills.

The inadequacy of instructional materials and a shortage of trained teachers significantly hamper the development of speaking proficiency in Ethiopia. Tomlinson (2011) emphasizes the importance of using learner-centered materials that promote student interaction and contextual relevance. Unfortunately, many Ethiopian schools lack such materials, and this deficiency, combined with an insufficient number of qualified teachers, exacerbates the problem.

In conclusion, in many schools and higher education institutions in Ethiopia, teachers are often focused on covering the course material within the allocated time, rather than dedicating enough attention to students' speaking needs. This pressure to adhere to the syllabus results in rushed lessons and a lack of opportunities for students to engage in practical speaking activities. Research by Harmer (2001) suggests that effective language teaching requires a balance between content coverage and skill development. Unfortunately, in many cases, the pressure to meet administrative demands leaves little room for student-centered activities like debates, discussions, or role-plays, which are essential for improving speaking proficiency (Richards & Rodgers, 2001).

1.2. Statement of the Problem

Since people who know a language are typically referred to as speakers of that language, speaking appears to be the most crucial of the four skills (Ur, 1996). Because of this, the major goal of all English language teaching should be to give learners the ability to use English effectively and accurately in communication (Davies & Pearse, 2000). However, not all language learners, after many years of studying English, can communicate fluently and accurately because they lack the necessary knowledge.

Even though speaking is crucial for language learners, it is very challenging to teach and learn, especially if the language to be studied is a second or foreign language (Richards & Renandya, 2002). The rapid spread of English language education in a country not only offers learners and teachers great opportunities but also brings lots of challenges. Some of the most frequently asked questions regarding foreign language education pertain to the quality of instruction and learning (Henckell, 2007). English language teachers all over the world share several common challenges with colleagues from other subject areas. Prevalent among these is the task of improving quality in teaching and learning both in advanced and developing countries, where higher standards in education are being linked with improved levels of quality of life (UNICEF, 2000).

Regarding this difficulty, Richards (2017) added that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Moreover, according to Bygate (1987), one of the basic problems in foreign language teaching is preparing learners to be able to use the language.

Ethiopia's English proficiency level is low and is at a slightly lower level than what the previous data showed (EF, 2023)². In addition, most Ethiopian English language teachers agree that most of their students cannot communicate using the language (Animaw, 2011; Haregewoin, 2008; Hailom & Woldu, 1998).

While I was teaching at different universities, I observed the same problem. During the summer of 2018, two of my colleagues and I were giving training for primary and secondary school English

² EF (Education First) is an international education company that specializes in language training, educational travel, academic degree programs, and cultural exchanges. Every year, the English proficiency rankings of every nation are analyzed.

language teachers for forty successive days at Mettu, Ethiopia. The training was organized by Menschen für Menschen on “Teaching English Language Skills in an Integrated Manner.” The forty-day training was given in English, and the main task of the trainers was to give enjoyable, real-life, alluring, and stirring tasks to pull all the trainees’ attention to the conversation and to make every trainee a speaker in the situations. Surprisingly, almost all of the trainees had something to say, but they asked us to project their views in their mother tongue. We asked them, ‘Why?’ Everyone’s response was, “I can’t speak English.” Above half of those trainees were degree holders.

Moreover, based on my teaching experience at Mettu University, I observed that a significant number of students faced substantial difficulties in expressing their thoughts and opinions in English. Many struggled with basic verbal communication, often remaining silent during class discussions, group activities, and even when directly prompted to speak. This issue was not unique to my experience; several colleagues reported similar challenges, highlighting that many students hesitated to speak in English, even when given opportunities.

This widespread issue suggested that the teaching approaches in place may not have effectively addressed the development of speaking skills. The reluctance to engage in spoken English may have stemmed from a variety of factors, such as ineffective instructional methods that failed to promote speaking practice, a lack of communicative activities, fear of making mistakes, limited exposure to English in daily life, or inadequate course materials.

Despite these concerns, there had been limited investigation into the teaching strategies used to enhance university students’ spoken English abilities. Moreover, assessment techniques for evaluating speaking proficiency had not been critically examined, leaving a gap in understanding how students’ progress was measured. Additionally, the suitability of course materials in fostering speaking skills remained unexplored, raising questions about whether they aligned with the needs and challenges of students.

Given this lack of research, this study aimed to address these gaps by thoroughly investigating the teaching of speaking skills at this university. It focused on three key areas: the teaching strategies used to develop oral proficiency, the assessment techniques employed to measure students’ speaking abilities, and the role of course materials in supporting spoken language development.

Through this study, it was hoped that valuable insights would be gained, contributing to the improvement of English language instruction and ensuring that students received the support necessary to become more confident and effective communicators.

Research in English language education has traditionally been dominated by what is often referred to as “comparison studies” or “media comparison studies” (Clark, 1983; Clark & Salomon, 1986; Gunawardena & McIsaac, 2004; Lockee et al., 1999). Regarding the teaching of spoken English courses, few studies have been conducted in Ethiopia by different researchers. The similarities and differences between these studies and the current study is presented as follows.

In 2000, Yifredew Yalew conducted research on the relevance of spoken English for second-year students and their behavior after the course at Addis Ababa University. His findings revealed that the spoken English course was highly relevant for second-year students, but the students’ behavior after taking the course was not to the standard expected. Both Yifredew’s and the current investigations examined the teaching of spoken English courses but from different perspectives. Yifredew’s research focused on the course’s relevance and students’ post-course behavior, finding that while the course was important, students did not achieve the expected proficiency. In contrast, the current study’s findings highlighted systemic flaws in course design, teaching methods, and assessments, pointing to a lack of communicative teaching, ineffective materials, and poor classroom conditions as key barriers to skill development. While Yifredew emphasized the gap between course relevance and student performance, the current study provided a detailed critique of instructional shortcomings that may have contributed to this gap.

In 2008, Biniam investigated the role of student activities outside regular class hours in improving learners’ speaking and listening skills in Teacher Education Institutes. The results showed that students had positive attitudes toward the extracurricular activities, although there were no such activity programs at the college at that time. The author noted a contradictory issue, as it was evident that the students weren’t engaged in the activities, and their engagement grew from the first day. Biniam’s research is different from the current study in many ways. Biniam highlighted the positive impact of extracurricular activities on language learning, noting that students were engaged despite the absence of formal programs. In contrast, the current study critiqued the formal classroom environment, identifying flaws in course materials, teaching methods, and assessments

that hindered speaking skill development. While Biniam emphasized the potential of student-driven learning outside the classroom, the current study highlighted systemic instructional shortcomings within formal education settings.

In 2009, Tesfaye assessed the extent to which the speaking activities in the spoken module of Desse College of Teacher Education are appropriately designed for addressing the learners' interests and how far they meet the major speaking task designing criteria. The findings of the study indicated that the inappropriateness of the speaking activities in the trainees' module in eliciting students' oral participation was taken as a factor that hampered pair/group work in the classroom. The findings also showed the absence of varied, interesting, real-world, relevant activities to the needs and interests of the trainees in their spoken module. Additionally, trainees' speaking skills were hampered by the lack of supplemental materials like language labs, audiovisual teaching aids, etc. Tesfaye's and the current studies both highlighted deficiencies in spoken English instruction, but they focused on different aspects. Tesfaye's research emphasized the inadequacy of speaking activities in addressing students' interests and meeting task design criteria, pointing to a lack of engaging, real-world activities and supplemental materials as key barriers to student participation. In contrast, the current study critiqued broader issues in course materials, teaching methods, and assessments, noting an overemphasis on accuracy, ineffective instructional strategies, and poor evaluation techniques. While Tesfaye focused on the limitations of speaking activities and classroom resources, the current study highlighted systemic flaws in the entire instructional approach.

In 2018, Esayas Teshome investigated the practice of teaching and assessing speaking skills in spoken English classes: Dilla University in focus. The results showed that role-playing was occasionally used in addition to conversations, debates, brainstorming sessions, presentations, and dialogues to educate speaking abilities. The findings also revealed that the majority of activities in the classroom focus on accuracy. Esayas Teshome's and the current studies both examined the teaching and assessment of speaking skills but from different angles. Esayas highlighted the occasional use of interactive techniques such as role-playing, debates, and presentations, yet found that most classroom activities still emphasized accuracy over fluency. The current study, on the other hand, presented a broader critique, identifying fundamental flaws in course materials, teaching methods, and assessments, including a lack of communicative teaching, ineffective

feedback, and unengaging activities. While both studies pointed to an overemphasis on accuracy, Esayas acknowledged some varied instructional practices, whereas the current study highlighted deeper systemic issues in spoken English instruction.

Last but not least, Taye G/Mariam investigated the effect of cooperative learning on EFL students' speaking skills. The findings revealed that the students who learned cooperatively showed a significant improvement in pronunciation, discourse management, and interactive communication, but there was no clear trend in their grammar and vocabulary. Students in the experimental group seemed to participate more actively in in-class oral activities than students in the control group, according to the post-questionnaire and analysis of classroom observations. Taye's research focused on the positive impact of cooperative learning on students' speaking abilities, finding that students in the experimental group showed improvements in pronunciation, discourse management, and interactive communication, although grammar and vocabulary did not show significant change. In contrast, the current study highlighted broader systemic issues, including ineffective teaching methods, overemphasis on accuracy, and inadequate assessments that failed to effectively measure speaking skills. While Taye emphasized the benefits of cooperative learning in promoting active participation and specific speaking skills, the current study critiqued the overall instructional environment that hindered speaking development.

Generally, the current study is unique in its comprehensive critique of both curriculum design and classroom implementation, highlighting multiple deficiencies in materials, teaching methods, and assessments. Unlike previous studies that focused on relevance, extracurricular activities, task design, or specific teaching strategies, the current study identified a systemic issue: the lack of communicative language teaching principles, interactive learning, and balanced assessments.

This makes this study the first of its kind. As far as the researcher's deep investigation is concerned, there is no research carried out on evaluating the teaching of the Advanced Speech course by incorporating the teaching strategies, assessment techniques, and course materials. Curriculum delivery should be research- and study-based and up-to-date, and the teaching-learning process should be continuously updated in its design, delivery methods, and instruments of assessment (Ministry of Science and Higher Education, FDRE, 2019). Therefore, this research attempted to fill this research gap, and basically, it tried to answer the following basic questions:

1. To what extent do instructors integrate interactive learning strategies in teaching the Advanced Speech course?
2. What are the assessment techniques used in evaluating students' speaking skills in the Advanced Speech course?
3. To what extent do the course materials support students' development of speaking skills?
4. How do the combined teaching strategies, assessment techniques, and course materials contribute to the overall effectiveness of the Advanced Speech Course?

1.3. Objectives of the Study

1.3.1. General Objective

The main objective of this study was to evaluate the teaching of the Advanced Speech course at Debre Markos University.

1.3.2. Specific Objectives

Specifically, this study was conducted to

- To assess the extent to which instructors integrate interactive learning strategies in teaching the Advanced Speech course.
- To examine the assessment techniques used in evaluating students' speaking skills in the Advanced Speech course.
- To find out the extent to which course materials support students' development of speaking skills.
- To investigate how the combination of teaching strategies, assessment techniques, and course materials contributes to the overall effectiveness of the Advanced Speech course.

1.4. Scope of the Study

As it has been stated so far, this research was conducted to assess the teaching of the Advanced Speech course at Debre Markos University. At this university, the Department of English Language and Literature is the specific department where the research was conducted. Sample teachers who have been giving the Advanced Speech course were included in the study. Additionally, the first- and second-year English language and literature students were included in the study. Thus, the research was limited to the Department of English Language and Literature at the above-mentioned university.

The research focused solely on the Advanced Speech course. According to the harmonized curriculum, the Advanced Speech course is full of many practical and theoretical concepts, including many laboratory practice sessions. Moreover, this is the last spoken English course given to the students, and this enabled the researcher to assess their speaking skills at the right level.

1.5. Significance of the Study

The scarcity of research on speaking skills at the tertiary level is a significant gap in the field of language education. Addressing this gap could lead to a deeper understanding of how to effectively teach, assess, and improve speaking skills, ultimately benefiting both students and educators. Research in this area could provide valuable insights into language acquisition, communication strategies, and best practices for developing fluent and confident speakers in higher education settings.

The researcher believes that this area merits attention and should be researched. The study is hoped to bridge the existing research gap in the area, to give some insights to the Ministry of Education to have some curriculum review, and to give material developers some ideas on how to include the basic principles of teaching speaking skills in the material and how to make the material very interactive, help spoken teachers use the right methods and activities, and how assessments and feedback are given in the spoken courses.

This study assessed the intended curriculum, which is the syllabus, and the implemented curriculum, which is the practice of teaching the Advanced Speech course. Evaluating the teaching of the Advanced Speech course is expected to have the following contributions:

- It may raise teachers' awareness of using appropriate techniques and strategies to teach spoken English courses at higher learning institutions.
- It may provide valuable insight into the learners on what role they have to play to facilitate their learning.
- It may give clues to administrators and supervisors on how to assist in the teaching of spoken English courses.
- It can be a resource and a reference for those interested in researching the field of speaking skills. There are a limited number of studies conducted on this skill compared to similar research outputs conducted on other language skills.

- It may serve policymakers and curriculum designers to understand the strong and weak sides of the teaching of Advanced Speech.
- It may also give hints to school communities on the importance of giving necessary support to teaching and learning spoken English.

Currently, Ethiopia is in the transition phase of implementing a new teaching curriculum. The implementation of this new curriculum has already started at the primary and secondary levels. At the tertiary level, preparations have been made to replace the current curriculum. Therefore, studies like this help identify the strong and weak sides of the existing teaching-learning process. The Ministry of Education is encouraging different researchers to conduct studies on the pros and cons of the existing curriculum at every level. Therefore, the results of this study will give some insights to the Ministry of Education and concerned bodies about teaching spoken courses at the tertiary level.

1.6. Limitations of the Study

While conducting this study, three major limitations were discovered. First, the fact that little or no research has been done in this area has created a problem; the researcher couldn't find enough research materials in the area.

Besides this, the researcher believes that it would be difficult to make generalizations based on the subjects in this study (only 43 students and 6 teachers). However, it needs to be understood that in the Department of English Language and Literature, there was only a class of students taking the Advanced Speech course while this study was carried out. Hence, all of the second-year students and their Teachers of English were included using sampling different sampling techniques.

The researcher still believes that the stated number would not be sufficient to make generalizations. However, due to the mentioned reason, this research is delimited to one section i.e. 43 students only. Hence, it would have been more comprehensive if there had been a greater number of students with the same level in the department.

Moreover, more comprehensive data could be gathered if policymakers in the Ministry of Education were included in the study. However, due to the long distance between the study area and the Ministry of Education, it was not possible to include policymakers.

Chapter Two

2. Review of Related Literature

This study aimed to evaluate the teaching of the Advanced Speech course at Debre Markos University. This section defines and clarifies key terms and topics closely related to the research. Additionally, it includes the researcher's perspectives on certain subjects. The discussion covers definitions and explanations of speaking skills, objectives of a spoken English course, sub-skills of speaking, methods for teaching speaking, principles of teaching speaking, the roles of teachers and students in speaking classes, activities designed to enhance speaking in a second language, attributes of an effective speaking lesson, techniques for assessing speaking skills, assessment criteria, approaches to correcting learners' errors and mistakes, and course materials such as syllabi and textbooks, along with audio-visual resources. Theoretical and conceptual frameworks are also presented.

2.1. Speaking Skill

Different scholars defined the term speaking in different ways. Let us see some of the definitions. Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts” (Bygate, 1987). According to Brown (2000) and Burns (1998), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is an essential component of teaching and learning a second language. Speaking instruction has long been underappreciated, and English language teachers have continued to teach speaking primarily as drills or dialogue memorization, despite the importance of the skill. Today's world, however, demands that the purpose of teaching speaking should be to help students become more proficient communicators. Only then can students learn how to express themselves and adhere to the social and cultural norms that are appropriate in each communicative situation. For this reason, recent pedagogical research on teaching students to converse has offered some guidelines for creating goals and strategies.

Speaking has acquired great importance along with the history of English teaching since it is referred to as an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 2000); Goh & Burns, 2012). English has become primordial worldwide, for it has become a lingua franca. Therefore, it is the main source for communicating in many fields. Richards (2017) stated that the mastery of speaking skills in English is seen as a

priority for many EFL learners across the world. Furthermore, he continues, students frequently assess both the success of their language learning endeavors and the value of their English courses according to the degree to which they believe their spoken language abilities have improved. Brown (2000) stated that social contact in interactive language functions is a key in which it is not what you say that counts but how you say it, what you convey with body language, gestures, eye contact, and other non-verbal messages.

Language is primarily speech. Most of the languages in the world are only spoken orally and not in writing (Brown, 2004). Even in languages with writing systems, most languages use spoken forms more often than written ones. It is an agreed fact that language is learned by speaking it first after a lot of listening to the sounds, words, phrases, and sentences from the surroundings. Hence, there is a dire need for a paradigm shift in teaching and learning speaking skills through a focus deviation towards oral orientation, training the teachers, and developing a suitable curriculum (Anuradha et al., 2014).

2.1.1. Sub-Skills of Speaking

Like that of other skills, speaking has sub-skills (micro-skills). As Brown (2004) indicated, speaking sub-skills are performed as pronunciation, vocabulary, grammar, and fluency and he called them sub-skills.

Pronunciation

According to Widiastuti (2008), pronunciation is a means by which students can produce more coherent language when speaking. It deals with the phonological procedure that refers to the constituent of grammar made up of the aspects and principles that determine how sounds differ and pattern in a language. The English language has been believed by either native speakers or non-native speakers as a complicated and hard language because of its pronunciation. Pupils, then who desire to progress their speaking skills in English must practice pronunciation usually. They must be aware of the different sounds and their features and wherever they are made in one's mouth.

Grammar

Eleni (2011) asserts that grammar is crucial to learning a language. Acquiring proficiency in a language entails, being able to construct grammatically sound sentences in the target language and knowing when and how to employ these forms appropriately. This indicates that learning grammar is a mark for good language learning and a key component of language teaching as well. Pupils should put in order a correct sentence in a conversation. It is along the lines of clarification that recommended pupils' capability of manipulating arrangement and differentiating suitable grammatical types from incorrect ones.

Vocabulary

One can't communicate successfully or state their thoughts mutually orally and in written shape if they don't have enough vocabulary. So, vocabulary means a suitable diction that is used in communication (Widiastuti, 2008). Students often find difficulties when they attempt to express what they want to say, they don't have the appropriate vocabulary, and they occasionally use words incorrectly like in the case of synonyms that do not carry the same meaning in all contexts. After that, students must be able to employ words and expressions accurately. According to Harmer (2001), the awareness of the word classes also lets speakers present well-formed utterances. Vocabulary, according to the researcher, is the proper language utilized in communication. Very little can be communicated without grammar, and nothing can be said without vocabulary.

Fluency

The major goal teachers wish to realize in teaching the productive skill of speaking is oral fluency; it is the central character of the speaker's performance. Hughes (2002) defined fluency as the capability of expressing oneself in an intelligible, reasonable, and perfect way without extra hesitation; otherwise, the communication will fail because listeners will lose their interest. To realize this goal, teachers then should teach learners to use their language liberally to express their thoughts and then avoid imitations of a model of some kind. One can say that fluency is the capacity to respond in a coherent method by linking words and phrases efficiently and pronouncing the sounds correctly, through stress and intonation, i.e. doing every one of these quickly.

According to Hughes (2002), mastering speaking sub-skills requires several competencies. A speaker must pronounce the distinctive sounds of a language accurately enough for others to distinguish them, including tonal variations. Proper use of stress, rhythmic patterns, and intonation is essential for ensuring comprehension. Additionally, speakers must use the correct forms of words, which may involve modifications in gender, case, or tense. Words should be arranged in the correct order, and vocabulary must be used appropriately. It is also important to select the proper register or linguistic variety based on the context and the relationship with the conversation partner. Speakers should employ techniques that highlight essential sentence components such as the subject, verb, and object, while also making primary concepts stand out from supporting details. Lastly, effective communication requires maintaining a smooth conversational flow to ensure that listeners can easily follow the speaker's message.

2.1.2. The Aims of the Spoken English Courses

What should a course in spoken English production prepare a student to do? According to Brown & Yule (1983), the intention is, often, that the student should be able to express himself in the target language, cope with basic interactive skills like exchanging greetings and thanks and apologies, and express his needs—request information, services, etc. Keep in mind that this straightforward statement suggests two quite distinct types of courses, or at the very least, two very different course components.

The syllabus, which results from a needs or notions approach, will prepare a student to produce short turns of a transactional and/or interactional type. The reason for its lack of structure is that there is no clear progression from the ability to express gratitude to the ability to express an apology or from the ability to request the ability to make a warning. Such a syllabus will consist, essentially, of a list of forms that may be used to perform a range of social/cognitive functions. The forms will tend to be 'sentence types,' speech acts that are performed by uttering a short structure and taking a short turn. The syllabus that emerges from taking an expression like "enabling the speaker to express himself" seriously, however, must unquestionably go beyond short turns and consider what it would mean for a speaker to be in charge of a long turn's structure. It must also take into consideration whether some long-term types are 'easier' than others in some way. It should consider whether there are strategies for controlling long turns that a speaker can usefully be taught.

An instructor might be able to create an organized course where a student might master a basic skill before building on it to reach a more sophisticated skill if there are simpler sorts of long turns and useful tactics. It would be evident in such a course that a student may advance instead of just picking up new vocabulary. The teacher would be in the position of controlling a set of strategies that would help the student improve his performance. Rather than blaming a student's difficulties on his incapacity to absorb what his peers have learned, a teacher could be able to identify the issue and provide practice in useful tactics if the student found it difficult to express himself in conversation classes. The teacher needs to be in the confident position of possessing analytic tools that enable him to determine where the difficulty lies and to help the student with it.

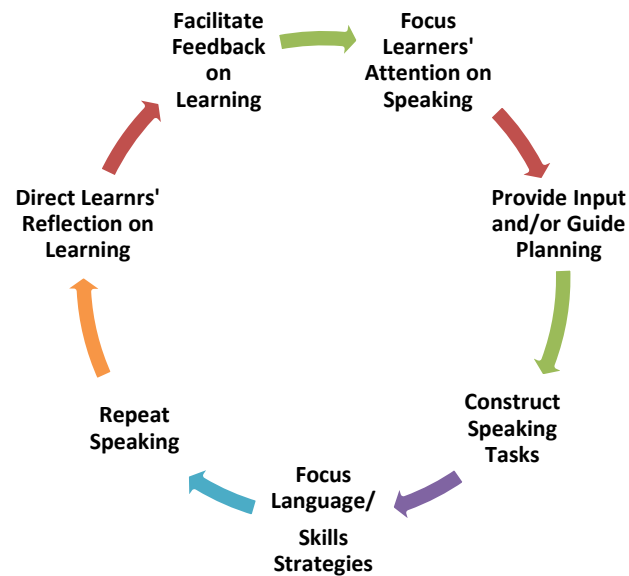
2.2. Strategies for Teaching Speaking Skills

Speaking is widely used to help students internalize a language's stress, intonation, and pronunciation (Rivers, 1988; Oxford, 1990), build relationships inside and outside the classroom (Richards, 1989; Brown & Yule, 1983), and boost confidence by alleviating fear. Consequently, language teaching advocates argue that developing speaking competence requires substantial effort, as it is integral to classroom instruction and commonly encountered in various contexts (Brown & Yule, 1983).

Methodology encompasses the principles guiding the design of exercises and activities in textbooks and teaching materials, as well as instructional strategies employed in the classroom. As perspectives on language learning have evolved, so have associated teaching practices. These methods are influenced by theories on language acquisition and the roles of teachers, learners, and instructional materials. Throughout the twentieth century, there was a shift from mastery-based approaches emphasizing accuracy to activity-oriented approaches promoting interactive and communicative classroom engagement (Richards, 2017).

Fauziati (2002) asserted that improving students' speaking proficiency requires fostering student-to-student interaction. A significant portion of speaking practice is student-driven before being guided by the instructor. Practicing speaking skills in a foreign language differs from merely contemplating the language. Echevarria, Vogt, & Short (2008) emphasized that understanding how tasks should be performed and having the ability to execute them effectively are crucial in the learning process. Even learners familiar with a language system often struggle with speaking practice.

Goh and Burns, in their book *Teaching Speaking: A Holistic Approach*, present a structured approach to teaching speaking skills, comprising seven essential stages:



The Teaching-Speaking Cycle: Adopted from Goh & Burns (2012)

Stage 1: Focus Learners' Attention on Speaking: The first step increases metacognitive awareness for two reasons: the first is for the sake of encouraging learners to plan for overall speaking development by reflecting on its demands and preparation strategies. the second is to prepare learners for a specific speaking task by prompting them to consider the strategies required and the task's objectives.

Stage 2: Provide Input and/or Guide Planning: Speaking in a second language can be anxiety-inducing, making teacher support essential. Learners need time to plan their responses, which helps introduce new language, reorganize knowledge, activate prior learning, and recycle specific language elements. This preparation reduces cognitive load and enables learners to approach tasks more effectively (Skehan, 1998).

Stage 3: Conduct Speaking Tasks: This stage provides learners with opportunities to practice speaking in a communicative context, encouraging fluency over accuracy. Due to prior planning in Stage 2, learners can focus on conveying meaning using their language skills and strategies.

Stage 4: Focus on Language, Skills, and Strategies: Learners refine language accuracy and enhance their use of skills and strategies. Instructors highlight specific areas for improvement, such as pronunciation, grammar, vocabulary, and text structure.

Stage 5: Repeat Speaking Tasks: Learners repeat the task from the earlier stage, incorporating insights gained from their previous practice to enhance their performance. This repetition can take various forms, such as revisiting specific parts of the original task, completing the entire task again, switching partners or groups to engage with different perspectives, or working on a similar but slightly modified task, such as giving instructions on a different topic. By engaging in these variations, learners reinforce their skills, build confidence, and develop greater fluency in spoken communication.

Stage 6: Direct Learners' Reflection on Learning: Students evaluate their progress through individual, paired, or group reflection, fostering self-regulated learning while reducing anxiety. This reflective process encourages them to consider various aspects of their speaking performance, including their understanding of task requirements, the effectiveness of strategies used, and their overall performance. Additionally, they identify areas for improvement and recognize their strengths, allowing them to refine their skills further. By setting goals and planning for future progress, learners develop a more conscious and proactive approach to enhancing their speaking abilities.

Stage 7: Facilitate Feedback on Learning: Teachers provide feedback on student performance through various methods, including observation-based comments or grades, peer feedback in the form of written reflections, and teacher feedback derived from class-wide discussions. Additionally, students may receive feedback through written journal comments or informal evaluations conducted via student blogs. Rather than being a one-time process, this feedback cycle is designed to unfold over multiple lessons or units, offering a structured and continuous approach to developing speaking skills through ongoing reflection, practice, and refinement.

2.2.1. Principles of Teaching Speaking Skills

Various scholars outline principles for teaching speaking skills, with Anuradha, Raman, and Hemamalini (2014) offering widely cited guidelines. These emphasize fostering a supportive learning environment where students are encouraged to speak from the outset, even if their initial

responses are brief or repetitive. Learners should be granted freedom to communicate using their existing English skills while gradually incorporating new structures, phrases, and vocabulary. Teachers can facilitate this process through structured practice, extensive drilling, and techniques such as tail-forwarding or back-chaining. Engaging students in role-plays and pair projects ensures participation while allowing active learners to refine their skills. Thoughtful lesson planning and well-designed activities enhance instruction, while a patient and supportive approach helps build confidence by permitting errors in early stages without excessive correction.

According to Nunan (2003), teaching speaking involves equipping ESL learners with the ability to produce clear speech patterns, appropriate word stress, intonation, and rhythm. Effective communication also requires selecting suitable language based on context, audience, and topic while organizing thoughts logically. Fluency, defined as speaking smoothly and confidently with minimal hesitation, remains a primary goal.

Verderber (1988) identifies multiple purposes of speaking, including recounting events, delivering speeches, and reporting on artistic expressions. Additionally, spoken language is instrumental in persuasion and prediction, underscoring its significance in communication and influence.

Richards and Rodgers (2001) advocate for communicative language teaching through structured steps: practicing dialogues to illustrate language functions, engaging in discussions with question-and-answer exercises, introducing linguistic structures via dialogues, incorporating oral recognition activities, and encouraging free communication without excessive focus on accuracy.

Brown (2000) highlights essential principles for effective speaking instruction:

Maximize student speaking opportunities: students should actively engage in meaningful conversations to develop their ability to use English in real-life situations (Ur, 1996; Nunan, 1999).

Foster interactive and engaging learning: interactive activities promote interpersonal relationships and provide practical contexts for using English outside the classroom. Teachers should prioritize meaningful engagement over grammatical analysis (Nunan, 1999).

Select engaging topics: interesting subjects enhance motivation and participation. Instructors can encourage students to contribute by relating topics to their experiences and fostering discussions (Green, 1995; Harmer, 2001).

Balance fluency and accuracy: instruction should integrate both fluency-focused interactive tasks and accuracy-based exercises to meet diverse learning needs.

Use motivational techniques: a motivating classroom environment includes appropriately challenging activities, relevant content, and a relaxed atmosphere. Teachers should clarify lesson objectives to encourage student investment in learning (Ur, 1981; Nunan, 1999).

Incorporate authentic language in context: using real-world interactions enhances engagement and ensures practical language application. Though challenging, meaningful exercises outweigh the convenience of quick grammar drills (Brown, 2000).

Ensure equitable student participation: while individual differences exist, teachers should strive to provide all students with opportunities to speak without singling out weaker participants (Nunan, 1996).

Offer constructive feedback: EFL learners rely on teacher feedback to refine their language skills. Constructive criticism should be tailored to students' immediate needs.

Integrate speaking and listening skills: speaking and listening naturally complement each other. Teachers should leverage listening objectives to reinforce speaking proficiency.

Encourage student-led communication: Beyond responding to teacher prompts, students should practice initiating conversations, suggesting topics, and managing discussions, developing autonomy in oral communication.

By implementing these principles, educators can create dynamic, effective speaking lessons that enhance learners' confidence and proficiency in English.

2.2.2. Teachers' Role in Speaking Classes

To teach speaking effectively, English language teachers should create an environment that maximizes opportunities for students to use the target language (Bygate, 1987; Killip, 1992). This involves incorporating shared knowledge, authentic materials, collaborative tasks, and minimizing teacher talk time while increasing student speaking time. By stepping back and observing, teachers can foster a more interactive classroom. Brumfit & Johnson (1979) suggest that reducing teacher dominance enhances interaction and encourages active student participation.

Engaging every student in speaking exercises requires varied methods of involvement. Infante et al. (1993) highlight that some students may remain silent during group work, so teachers should ensure all members participate. Using eliciting questions such as “What do you mean?” or “How did you reach that conclusion?” can prompt students to elaborate on their ideas.

Constructive feedback is crucial in teaching speaking. Encouraging responses and written feedback, such as "Your presentation was great. I appreciated your preparation and voice control," boost confidence and motivation. When correcting pronunciation errors, teachers should avoid excessive interruptions, as frequent corrections can hinder fluency and confidence Killip (1992). Errors should be addressed without disrupting communication.

Speaking activities should extend beyond the classroom, encouraging practice in real-life situations. Collaborating with parents and support systems enhances students’ exposure to spoken English. During group or pair work, teachers should circulate to provide guidance and ensure students stay on track.

Before speaking exercises, students should be equipped with essential vocabulary. Bygate (1987) stresses that foundational knowledge of grammar and vocabulary is necessary for effective communication. Students struggling with self-expression should receive extra practice opportunities to address specific difficulties.

Teachers play key roles in improving students’ speaking accuracy and fluency, as recommended by Richards & Renandya (2002), Ur (1996), and Ur (1981). One effective approach is employing a task cycle centered around a primary activity. Before the activity, students should brainstorm ideas and practice essential vocabulary and grammar. In the rehearsal phase, they work in small groups to express themselves freely. During this stage, teachers provide guidance. In the performance phase, students present their work with greater confidence and accuracy. Regularly following this cycle helps develop their speaking skills over time.

When fluency is prioritized, students should first engage in speaking activities and receive corrections afterward. Group work, role-playing, discussions, and oral fluency drills encourage spontaneity and clarity. Automation also contributes to fluency, allowing students to instinctively pick up the language. Exposure to an English-speaking environment through teacher use of

English, books, and media reinforces this process. Placing students under time constraints can further support fluency development.

Interaction is another key factor in fluency (Richards & Renandya, 2002). Language serves both transactional and interactive purposes. While transactional communication conveys information, interactional communication fosters social bonds. Teachers should prepare students for both by encouraging verbal and nonverbal communication. Providing interactive opportunities, such as discussions and real-world dialogues, enhances their ability to express intentions effectively. Activities like storytelling, giving descriptions, narrating events, presenting discussions, and making arguments are beneficial (Ur, 1996).

Encouraging interaction through ample speaking opportunities and real-world exposure via audio-visual stimuli helps students practice and develop their skills. Successful speaking classes ensure equal participation (Ur, 1981). Balanced involvement prevents confident students from feeling bored and introverted students from losing confidence (Ur, 1996). Teachers can create groups based on personality and proficiency levels to minimize pressure and encourage expression. Assigning questions suited to each student's skill level further supports participation. Finally, exposure to an English-speaking environment allows students to acquire the language naturally, enhancing their proficiency over time.

2.2.3. Students' Role in Speaking Classes

The spoken English course intends that the student should be able to express himself in the target language, cope with basic interactive skills like exchanging greetings, thanks, and apologies, and express his/her needs-request information, services, etc. (Brown & Yule, 1983). In line with this idea, Bygate (1987) says that the notion of a spoken English course is to prepare learners to be able to use the language.

The teaching-learning process (task) of the speaking skill does not only rely on the teacher's shoulder. Students have their decisive role. Therefore, what are the learner's roles in learning this skill? According to Bygate (1987) and Kllipel (1992), practicing speaking whenever and wherever possible is crucial. Any form of practice is beneficial, regardless of whether the conversation is with a native English speaker or not. Speaking is a skill that develops through real-life interactions. Verderber (1988) emphasizes that speech practice should involve using voice, articulation, and

body language to create a natural conversational quality. Similarly, Infante et al. (1993) highlight the importance of interaction involvement in improving learners' speaking skills.

Building confidence is another essential aspect of developing speaking skills. Learners should use simple English sentence structures they know are correct, allowing them to focus on effectively conveying their message. By using familiar phrases and structures, they can gain confidence in their communication abilities.

Experimenting with known English words and phrases in new contexts is an effective way to improve. Native speakers are more likely to correct vocabulary mistakes than grammatical errors, making vocabulary experimentation a useful strategy. A solid foundation in vocabulary and grammar is necessary for effective spoken communication.

Responding naturally to conversations is also important. Learners should pay attention to body language, which provides cues about the speaker's thoughts and emotions. By responding appropriately, they can develop more interactive and engaging communication skills.

Avoiding direct translation from their native language is another key principle. Translating takes extra time and can make speakers more hesitant. Instead, learners should strive to think in English and use language naturally, even if their vocabulary is limited.

When struggling to recall a word, learners should adopt strategies used by native English speakers, such as using filler words like "um" or "er." This approach helps maintain the flow of conversation rather than remaining silent, which can disrupt communication.

Speaking at an appropriate pace is also crucial. While using a natural rhythm is important, speaking too quickly can make it difficult for others to understand. Clear and measured speech enhances comprehension and communication effectiveness.

Generally, the role of students in spoken language classes is dynamic and multifaceted. Their active participation—whether through speaking, listening, or engaging in group activities—directly contributes to their development of fluency, communication skills, and confidence. The ability to take risks, experiment with language, and embrace mistakes as learning opportunities is essential for their growth. Students must also collaborate, listen, and respond thoughtfully, fostering a cooperative learning environment that benefits everyone. Furthermore, self-reflection

and cultural awareness play important roles in improving their overall communicative competence. By taking responsibility for their own learning, both inside and outside the classroom, students can make continuous progress in mastering spoken language. Ultimately, the success of spoken language classes depends on the students' proactive engagement and their commitment to becoming well-rounded, confident communicators.

Traditional classroom speaking practice often involves structured drills where one student asks a question and another provides a predefined answer. While this format demonstrates questioning and responding skills, it lacks the spontaneity of real communication. Genuine interaction aims to accomplish a task—such as making a phone call, gathering information, or expressing an opinion—requiring participants to navigate uncertainty in conversation (Brown & Yule, 1983; Burns, 1998; Lightbrown & Spada, 1999).

Authentic communication involves an information gap, where each participant holds unique knowledge. To develop communicative competence, classroom activities should incorporate purpose, information gaps, and diverse forms of expression (Burns, 1998; Lightbrown & Spada, 1999).

2.3. Activities to Promote Speaking in a Second Language

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and the other answers. Many times, there is only one right, predefined response, and both the question and the response are structured and predictable. It is meant to serve as a demonstration of one's capacity for both questioning and responding. On the other hand, genuine communication aims to complete a task, like making a phone call, gathering data, or voicing a viewpoint. In real communication, participants must manage uncertainty about what the other person will say (Brown & Yule, 1983; Burns, 1998; Lightbrown & Spada, 1999).

There is an information gap in authentic communication; each party knows something that the other does not. Besides, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their understanding. To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression (Brown & Yule, 1983; Burns, 1998; Lightbrown & Spada, 1999).

Harmer and Bryson listed that there are different kinds of techniques and activity types that the teacher should use to teach speaking. These activities include brainstorming (where students can come up with any ideas in a short amount of time); interviews (where students can conduct interviews on selected topics with various people); role plays (where students participate in an activity); simulations (where students bring items to the classroom to create a realistic environment); storytelling (where students summarize a tale or story they heard from somebody or created by themselves); and picture narrating (where students are given a single picture and asked to describe what it is in the picture) (Shrouf, 2012; Parrott, 1993; Harmer, 2001; Bryson, 2003). In addition, repetition of rhymes, look and say, oral composition, pronunciation drills, read-aloud, open-ended stories, narration, and description (of festivals, celebrations, and occasions) are important practices to improve speaking skills (Jyothisna & Rao 2009).

The following activities are highly recommended by scholars of the field (Ur, 1996; Stern, 1983; Richards & Rodgers, 2001; Littlewood, 1981; Johnson, 2003; Nunan, 2003; Harmer, 1984; Lackman, 2010) to teach spoken English courses.

Discussions: Engaging in discussions after content-based lessons enables students to share ideas, debate viewpoints, and reach conclusions. To maximize participation, teachers should set clear objectives and relevant topics. Activities like agree/disagree discussions help students develop critical thinking and respectful disagreement skills. Small group formats foster collaboration and ensure active involvement Littlewood (1981).

Role Play & Simulations: Role-playing allows students to assume different social roles, while simulations create realistic environments by incorporating relevant objects. These activities boost motivation and self-confidence, particularly among reluctant speakers (Harmer, 2001).

Information Gap Activities: Students work in pairs to exchange information, ensuring mutual dependence to complete the task. Such exercises enhance fluency and problem-solving skills (Stern, 1983).

Brainstorming: Students generate ideas within a limited time, individually or in groups. This fosters creativity and encourages idea-sharing without fear of criticism.

Storytelling & Story Completion: Students can summarize, create, or extend stories, enhancing creativity and narrative structure comprehension. Incorporating jokes or riddles adds engagement (Harmer, 2001; Lackman, 2010).

Interviews: Conducting interviews inside or outside the classroom develops questioning skills and social interaction. Students prepare questions and present their findings, refining public speaking abilities (Johnson, 2003).

Reporting: Students summarize interesting news articles or personal experiences, sharing insights with their peers (Ur, 1996).

Playing Cards: Each suit represents a topic (e.g., Diamonds for money, Hearts for relationships). Students formulate open-ended questions and discuss their responses, improving spontaneous speech (Littlewood, 2007).

Picture-Based Activities: Narrating: Students describe sequential images using guided criteria (Lackman, 2010). It could be describing in which groups analyze and present a given image, stimulating creativity, or find the difference in which pairs compare two images, identifying similarities and contrasts (Ur, 1996).

Flashcards: Used for vocabulary and concept review, flashcards support retrieval practice and self-assessment.

Debate: Students argue opposing viewpoints on a controversial topic, structured with leaders, supporters, and a chairperson. This enhances logical reasoning and persuasion skills.

Decision Line: A controversial statement is presented, and students position themselves along a spectrum of agreement or disagreement, justifying their stance.

Balloon Game: Students prioritize individuals in an imaginary sinking balloon, justifying their choices. This fosters critical thinking and persuasive communication.

Hot Seating: A student assumes the role of a historical or fictional character while peers ask questions, promoting deep engagement with the subject matter.

By incorporating diverse speaking activities, instructors can create engaging, communicative environments that prepare students for real-world interactions.

2.4. Physical Resources and Infrastructure to Teach Speaking Skills

Scholars in the field like Nunan (2003), Bahadorfar & Omidvar (2014), Chirag (2003), Chuang (1998), and Klassen & Milton (1999) have recommended the use of different facilities for the teaching of spoken English courses.

Communication Labs

Nowadays, much software is available to develop speaking skills. By incorporating suitable software through computers, the students will play it again and again with their interest and try to improve their speaking skills, which are essential in this modernized IT world. The usage of headphones in the lab makes the students have an interest in the subject and induces them to repeat again and again instead of feeling boredom.

Speech Recognition Software

Speech recognition software also helps to improve the students' speaking; this can convert spoken words to machine-readable input. To help the learner determine whether or not he is reading properly, the device detects the accuracy of what was read and then gives positive reinforcement, such as "You sound great!" or permits the user to try again. The technology reads less as the user's proficiency increases, allowing the learner to read more. This software also evaluates and provides scores of grammar, pronunciation, and comprehension, and provides the correct forms, for example, if a student mispronounces a word, the learning tool can immediately spot it and help correct it. This device can be a very useful device for distance learners because they don't have a teacher who corrects their speech and this device can help to improve their speaking skills.

Internet

The term 'internet' is widely recognized and utilized by individuals globally. Students now use the Internet in class to learn English. Online teaching inside the classroom seems to be interesting and makes the students find suitable materials for them. It is required of the students to complete the online grammar tasks. We can gather information for any instruction from a variety of sources using the Internet. To improve speaking, students can use Skype, MSM Messenger, Google Talk

(used to have conferences online), and other applications where they can connect with friends, other students, teachers, and even native speakers. These ways of learning have been observed to improve oral proficiency. In addition, online conferences also enhance intercultural awareness, and motivation and raise the level of interaction.

Students can find a wealth of educational resources on the internet, including audio, video, games, voice recordings, radio and TV shows, quizzes, podcasts, and more. By doing this, they can get more familiar with the target language and improve their speaking abilities.

Technology-Enhanced Language Learning (TELL)

TELL is the use of computer technology including hardware, software, and the internet to enhance the teaching and learning of languages. It allows the students to get access to all the technologies available for the enhancement of English learning. Students are permitted to observe events happening all around the world, talk, and use online dictionaries.

Podcasting

Podcasts can be downloaded or uploaded. They provide audio that helps students become more comfortable with the language they are learning, and teachers can use them as helpful audio material for activities like discussions in the classroom. Additionally, there are podcasts specifically designed for English as a Second Language (ESL) learners on the web, which can include pronunciation for students' specific needs. Podcast undoubtedly helps learners in speaking. Podcasting is the integration of audio files where we can feed our materials and play them inside and outside of the classroom. Students listen to their preferred music files on iPods. In the same way, they have their education in the form of entertainment.

Students can use their tech-based entertainment systems for instructional reasons by using podcasting. With it, we may abandon the conventional in-person training model without sacrificing the teacher-student dynamic that is crucial to the success of any learning process. Teachers and students can communicate material with anybody at any time by using podcasts. An absent student can download the podcast of the recorded lesson and can access the missed lectures. They could also access lectures from experts that may not otherwise be available because of geographical distance and other reasons.

2.5. Teaching/Learning Materials

2.5.1. A Syllabus

Scholars define a syllabus in various ways. Slattery and Carlson (2005) describe it as a list of subjects covered in a course, serving as a contract between educators and students that outlines expectations and consequences. Hutchinson & Waters (1987) emphasize its function as a roadmap, summarizing content and reflecting language performance. Yalden (1987) similarly views it as an outline of content exposure, acknowledging that it cannot precisely predict learning outcomes. When language is considered a medium of communication, syllabi that prioritize meaningful tasks and activities become more effective (Richards & Rodgers, 2001).

Dubin & Olshtain (1986) distinguish a curriculum from a syllabus, explaining that a curriculum presents broad educational goals, while a syllabus translates these into specific teaching and learning steps. Hutchinson & Waters (1987) reinforce the idea that a syllabus determines what should be learned through structured stages.

A syllabus answers fundamental questions about course content, duration, roles of teachers and students, delivery methods, and assessments (Slattery and Carlson, 2005). Scholars argue that it is a subcategory of curriculum, organizing content for teaching and assessment (Breen, 2001; McKay, 1980; Richards, 2017).

In summary, a syllabus provides a structured guide for a course, ensuring clarity in content, objectives, and assessment. While some view it as a mere summary, others see it as a reflection of educational philosophy. Ultimately, it bridges curriculum goals with instructional plans, balancing content coverage and methodology.

Basic Components of a Language Syllabus

A language syllabus systematically organizes teaching and learning by addressing content, learning strategies, and instructional methods. Berardo (2007) suggests key questions for evaluating a syllabus, such as whether it meets students' needs, provides meaningful tasks, and balances fluency and accuracy. Abdelwahab (2013), Allen (2015), and Mishan and Timmis (2015) assert that a syllabus functions as a manual, guiding content sequence, instructional strategies, and assessments.

Brown (1995) identifies six fundamental elements of a foreign language syllabus: needs analysis, objectives, materials, instruction, testing, and program evaluation. Needs analysis determines students' educational requirements, guiding course objectives. Instructional strategies and materials are then designed to align with these goals, ensuring effective learning. The final stage involves evaluating the course's success in meeting its objectives.

A well-structured syllabus integrates these components to create a coherent learning experience. It ensures that both fluency and accuracy are addressed, pedagogic tasks are meaningful, and continuous assessment informs future improvements.

Major Tasks of a Language Syllabus

An effective syllabus incorporates tasks that align with students' needs and real-world applications. Nunan (1988) outlines several key focus areas: grammatical accuracy, functional language use, macro-skills, learning strategies, cognitive development, cultural awareness, and topical knowledge. These aspects help students develop linguistic competence and practical communication skills.

By integrating diverse tasks systematically, a syllabus enhances language learning by combining structured instruction with opportunities for practical application. This approach fosters a balanced development of grammatical proficiency, communicative ability, and critical thinking skills.

2.5.2. Books and Other Supplementary Materials

Teaching materials encompass various tools that support learning, including textbooks, audio-visual content, games, and interactive activities (Brown, 1995; Tomlinson, 2003). Well-organized materials ensure that educators can efficiently deliver lessons with minimal preparation.

Tomlinson (2003) categorizes teaching materials into visual, audio, audio-visual, written, and oral resources. These include textbooks, workbooks, videos, live broadcasts, and classroom interactions. Ellington and Race (1993) further classify materials based on format: printed materials like worksheets, non-projected displays such as posters, projected media like slides, audio resources, and computer-based learning tools.

For instructional materials to be effective, they should include clear study instructions, competency objectives, supporting information, exercises, and assessments (Tomlinson, 2003). These elements ensure structured learning and systematic skill acquisition.

Richards & Rodgers (2001) argue that teaching materials should facilitate meaningful classroom activities by providing real-world context and promoting authentic communication. McDonough & Shaw (2012) emphasize the need for materials to align with institutional requirements, class size, and available resources.

While textbooks provide structure, Brumfit (1979) warns that excessive reliance on them can limit teacher autonomy. Allwright (1981) suggests that prepackaged materials cannot fully address the complexities of language acquisition, advocating for flexible resource packs that allow teacher adaptation. Cunningsworth (1984) and Hutchinson & Torres (1994) support using coursebooks as a guide rather than a rigid framework, encouraging teachers to modify content based on student needs.

Acklam (1994) highlights the limitations of a single textbook in meeting all learners' needs. He recommends supplementation through additional resources like cassettes, workbooks, and readers to address gaps. Teachers should assess whether materials provide sufficient pronunciation practice, authentic listening opportunities, diverse speaking activities, and freer practice exercises.

Ultimately, teachers play a crucial role in adapting textbooks to suit learners' needs, interests, and proficiency levels. Effective use of supplementary materials enhances engagement and ensures comprehensive language development.

2.6. Characteristics of a Successful Speaking Lesson

According to Ur (1996), a successful speaking lesson is characterized by several key factors. First, *learners talk a lot*, meaning that student talk should dominate the lesson rather than being overshadowed by teacher talk or long pauses. Second, *participation is even*, ensuring that all students have the opportunity to speak and that discussions are not monopolized by a few individuals. Third, *motivation is high*, with learners eager to contribute due to their interest in the topic or their desire to accomplish a task. Lastly, *language is at an acceptable level*, meaning that students communicate in a way that is both accurate and comprehensible to their peers. When these

elements are present, speaking lessons become more engaging, interactive, and effective in developing students' communication skills.

2.7. Assessing Speaking Skills

Speaking skills are a significant component of the language teaching curriculum, making them a significant subject of evaluation as well. However, evaluating speech is difficult because numerous elements affect how well someone can speak a language and because we expect test results to be reliable, fair, and suitable for our purpose. This is a difficult task, and in various situations, teachers and testers have attempted to complete it all using a variety of different techniques (Luoma, 2004).

Even though speaking skills are generally regarded as the most crucial component of an EFL course, the challenges associated with measuring oral abilities frequently force teachers to use subpar oral assessments or even refrain from testing speaking abilities altogether. Speaking evaluation is a multi-stage process. People act and interact at each stage to develop something for the following stage. The examinees, interlocutors, raters, and score users all have a part to play in the activities, even if the assessment developers are the essential participants in the spoken assessment cycle (Luoma, 2004).

The task of teaching and assessing speaking skills is one of the most challenging areas. Because of this, it has traditionally been a headache for English teachers and it is not surprising that many well-established tests do not even have an oral component (Brown & Yule, 1983) because the hardest talent to evaluate is undoubtedly speaking (Coombe et al., 2007; Heaton, 1988; Luoma, 2004; Kitao & Kitao, 1996). According to these scholars, spoken teachers have to pay attention to the following aspects:

- **Fluency:** the ability to communicate, somewhat quickly, and without frequently pausing.
- **Pronunciation:** The act or outcome of making speech sounds, including articulation, stress, and intonation.
- **Vocabulary:** the collection of words used in a given language.
- **Accuracy:** how language learners use grammar, pronunciation, and vocabulary systems.
- **Interaction:** the ability to interact with others during communicative tasks.
- **Communication:** the students' ability to transmit her/his ideas.
- **Grammar:** using acceptable and correct grammar structures in a speech.

2.7.1. Assessment Criteria

Assessment criteria for speaking skills are varied from institution to institution and from teacher to teacher. However the following are very common and comprehensive criteria that are recommended by scholars in the field (Wu et al., 2012; Luoma, 2004; Knight, 1992; Hughes, 2003; Bachman, 1990; Brindley, 1989 and Fulcher, 1987).

1. Grammar
 - range
 - accuracy
2. Vocabulary
 - range
 - accuracy
3. Pronunciation
 - individual sounds (esp. phonemic distinctions)
 - stress and rhythm
 - intonation
 - linking/elision/assimilation
4. Fluency
 - speed of talking
 - hesitation while speaking
 - hesitation before speaking
5. Conversational Skill
 - topic development
 - initiative (in turn-taking, and topic control)
 - cohesion:
 - ✓ with own utterances
 - ✓ with interlocutor
 - conversation maintenance (inc. clarification, repair, checking, pause fillers, etc.)
6. Sociolinguistic Skill
 - distinguishing register and style (e.g. formal or informal, persuasive or conciliatory)
 - use of cultural references
7. Non-Verbal

- eye-contact and body posture
- gestures, facial expressions

8. Content

- coherence of arguments
- relevance

2.7.2. Techniques of Responding to Learners' Errors and Mistakes

As agreed by most scholars, errors are natural and they are signs of learning. However, they should be handed out systematically so that the students will not be irritated or misled. According to Parrott (1993), teachers can respond to learners' errors and mistakes in various ways when teaching speaking skills. One approach is to stop the students and invite them to correct themselves. This encourages self-awareness and helps learners develop their ability to identify and fix their own mistakes.

Alternatively, teachers can prompt students by indicating the nature of the error or mistake or pointing out its location within the sentence. This guided correction method allows learners to recognize their errors while still taking an active role in their learning process.

Another strategy is to encourage other students to provide a correction. Peer correction fosters a collaborative learning environment and helps students learn from one another. Additionally, the teacher can supply the correction themselves if necessary, ensuring the student receives the right feedback to improve their speaking skills.

Teachers may also choose to note the error or mistake and address it later, either individually or with the whole class. This approach prevents disrupting the flow of conversation while still allowing for correction and learning at an appropriate time. In some cases, teachers may decide not to respond to the error at all, depending on the context and the learning goals.

When deciding how to respond to students' errors and mistakes, several factors should be considered (Parrott, 1993). One key factor is the student's purpose in speaking-whether they were focusing on accuracy or fluency. If the emphasis was on fluency, immediate correction might not be necessary, while accuracy-focused activities might require more direct intervention.

The nature of the error is also important. If the mistake is something the learner can correct on their own, prompting them to do so may be more beneficial than simply correcting. Similarly, the personality of the student should be taken into account—confident learners may respond well to immediate correction, whereas more timid students might feel discouraged.

Additionally, a student's overall ability level should be considered. For some learners, accuracy is a high priority, while for others, fluency and confidence might be more important at a given stage. Lastly, the ease with which the mistake can be corrected plays a role. Some errors are simple and can be addressed quickly, while others may require more in-depth instruction.

2.8. Theoretical Framework

Teaching Speaking Skills through Communicative Language Teaching (CLT)

Speaking is a crucial skill in language learning, requiring both linguistic competence (grammar, vocabulary, and pronunciation) and communicative competence (fluency, coherence, and interaction strategies). The Communicative Language Teaching (CLT) approach is widely recognized as an effective method for developing speaking skills by prioritizing meaningful communication over rote memorization of language rules. CLT fosters an interactive, student-centered learning environment where learners engage in authentic communication, helping them develop fluency and confidence in speaking.

One foundational theory underlying CLT is communicative competence, proposed by Hymes (1972) and later expanded by Canale and Swain (1980). This framework defines effective communication through four key competencies: grammatical competence (knowledge of syntax, morphology, and phonology), sociolinguistic competence (understanding language use in different social contexts), discourse competence (ability to structure coherent speech), and strategic competence (using strategies to overcome communication breakdowns). CLT integrates these competencies by engaging students in activities that encourage meaningful language use, rather than focusing solely on grammatical accuracy.

In teaching speaking skills through CLT, educators utilize various strategies. Task-based learning (TBL) engages students in real-life communication through activities like interviews, negotiations, and simulations. Role-plays and information gap tasks require learners to interact and exchange information, promoting fluency and comprehension. CLT balances fluency-building activities

(e.g., free discussions, storytelling) with accuracy-focused feedback, ensuring learners develop both spontaneity and correctness in their speech. Authentic materials, such as real-world texts, videos, and recordings, expose students to natural language use, further enhancing their speaking and listening skills.

CLT, an umbrella term for various methods designed to facilitate meaningful communication in the target language, emerged in Britain during the 1960s as a response to earlier, more structured approaches, such as situational language teaching. Since then, it has become one of the most widely recognized methods for language instruction (Richards & Rodgers, 2001). Central to CLT is the belief that language learning should be student-centered, with a focus on developing effective communication skills in real-world contexts. As Murphy (1991) emphasizes, “Speaking is central to CLT, which supports more student-centered learning and free speaking activities.” In this approach, teachers create environments where students practice speaking in real-life scenarios, fostering fluency and confidence.

A key feature of CLT is its focus on both the structural and functional aspects of language. The goal is not only to teach grammar but also to enable learners to produce and understand utterances that serve communicative purposes. This raises important questions: How do we determine which communicative functions should be prioritized in instruction when linguistic data for analysis is unavailable? And at what stage should learners be taught specific speech acts, such as making requests or expressing disagreement? In teaching spoken English, the focus should be on enabling students to practice these functions in various social contexts, ensuring they can respond appropriately in real-life situations.

The emphasis on spoken language is not new in language education. Earlier methodologies, such as the Audio-lingual and Audio-visual methods, also prioritized speaking skills but relied heavily on rote memorization and pattern drills. In contrast, CLT promotes interaction and negotiation of meaning as fundamental to language acquisition. CLT moves away from mechanical drills, emphasizing communication in realistic contexts that help learners develop their speaking abilities in a natural and engaging manner.

In the CLT classroom, the roles of teachers and students differ from traditional, teacher-centered approaches. According to Larsen-Freeman (2000), teachers facilitate communication by creating

scenarios that encourage interaction. They act as guides, responding to students' inquiries and monitoring their progress, while students actively participate in meaning-making, even when their linguistic proficiency is limited. This student-centered approach allows learners to take more responsibility for their language development, with attention given to their individual learning styles. Teachers encourage pair work, group discussions, and speaking tasks to foster peer interaction and enhance verbal communication in diverse settings.

Several distinctive features define CLT. One key characteristic is its emphasis on function over form—fluency takes precedence over accuracy, as conveying meaning is more critical than grammatical perfection. Listening and speaking skills are prioritized, as they are foundational for real-world communication. Finocchiaro and Brumfit (1983) stress that dialogues should focus on communicative functions rather than memorization, and that contextualization is essential for meaningful learning. While minimal drilling is used, pronunciation should still be comprehensible. Additionally, technology can be incorporated based on learners' needs, and the use of the native language is allowed when it aids comprehension. Speaking activities in CLT emphasize fluency-building exercises, such as discussions, debates, and informal conversations, where students can practice speaking without the pressure of perfect grammar.

Ultimately, the primary goal of CLT is to develop communicative competence—the ability to use language appropriately and effectively in a variety of situations. Linguistic variation plays a critical role in instructional materials and methods, and lesson sequencing should be guided by what keeps learners engaged. Teachers support students by encouraging interaction through face-to-face communication, group and pair work, and written activities. Rather than focusing on isolated grammatical accuracy, CLT fosters fluency and meaningful language use, ensuring that learners can confidently navigate real-world conversations. Teaching speaking in CLT centers on developing the skills needed for students to engage in natural, fluid conversations across different contexts, making them more effective communicators in their target language.

In conclusion, a CLT-based approach to teaching speaking skills creates an interactive and engaging environment, where learners develop both fluency and accuracy. By integrating interaction, meaningful output, and social engagement, CLT helps students communicate effectively in real-life situations while building confidence in their speaking abilities. This

approach remains a widely accepted framework for language teaching, with communication at its core.

In conclusion, Communicative Language Teaching (CLT) and teaching speaking go hand in hand, as CLT provides an interactive, student-centered, and real-world-focused approach to developing speaking skills. By using CLT methods, learners gain confidence, fluency, and the ability to communicate effectively in various contexts.

2.9. Conceptual Framework

A conceptual framework for teaching speaking skills provides a structured approach to developing learners' oral communication abilities by integrating theoretical foundations, instructional strategies, and assessment methods. Speaking is a fundamental skill in language learning, requiring attention to linguistic accuracy, fluency, and communicative competence (Bygate, 1987). To effectively teach speaking, educators must consider various theories and approaches that support the development of this skill. The Communicative Language Teaching (CLT) approach emphasizes real-life communication, encouraging learners to use language meaningfully (Richards & Rodgers, 2001). Research suggests that communicative tasks help learners develop fluency by providing opportunities for authentic interaction (Ellis, 1996).

To develop speaking skills effectively, educators should employ diverse instructional strategies. Input-based activities, such as listening to authentic conversations, watching videos, and practicing shadowing techniques, help learners acquire pronunciation and speech patterns (Krashen, 1985). Interaction-based activities, like role-plays, debates, and interviews, encourage active engagement and fluency (Brown & Yule, 1983). Output-based activities, including storytelling, presentations, and impromptu speaking tasks, provide learners with opportunities to express themselves and build confidence (Canale & Swain, 1980). Additionally, integrating technology, such as AI-powered language learning apps, speech recognition tools, and virtual conversation partners, can enhance practice and provide immediate feedback (Godwin-Jones, 2018).

Assessment and feedback play a crucial role in speaking development. Formative assessment methods, such as peer evaluations, self-assessment journals, and informal teacher observations, help monitor progress and provide immediate support (Black & Wiliam, 1998). Summative assessment, including oral exams, structured speaking tasks, and presentations, evaluates overall

proficiency (Brown, 2004). Using well-defined rubrics that assess fluency, accuracy, coherence, pronunciation, and interaction ensures that evaluation remains objective and aligned with learning goals (Council of Europe, 2001). Constructive feedback, whether from teachers, peers, or AI-based tools, helps learners identify areas for improvement and develop self-awareness in their speaking skills (Hyland & Hyland, 2006).

Overall, a well-structured speaking course should integrate theoretical foundations, instructional strategies, assessment methods, and learner-centered approaches. By addressing the cognitive, affective, and social aspects of speaking, educators can create an effective learning environment that fosters fluency, accuracy, and communicative competence (Skehan, 1998). This holistic approach ensures that learners develop the skills necessary for real-world communication while gaining confidence in their spoken language abilities.

The conceptual framework presented in the image below outlines the key components involved in teaching speaking skills. At the highest level, speaking skills is the central focus, which is further divided into teaching speaking skills and micro-skills. These two aspects are interconnected and contribute to the overall mastery of speaking abilities.

Teaching speaking skills is categorized into three main elements: materials, teaching strategies, and assessment. Materials include essential resources such as curriculum, syllabus, modules, reference books, audio-visual aids, and language laboratories. These materials form the foundation for effective instruction by providing structured content and supplementary resources for language practice.

Teaching strategies encompass various instructional methods, classroom activities, and the roles of teachers and students. Effective teaching strategies involve appropriate teaching methods, engaging activities, and clear role definitions for both instructors and learners. Additionally, factors such as class size and seating arrangements influence the dynamics of language learning and interaction in the classroom.

Assessment plays a crucial role in evaluating students' progress in speaking skills. This includes various assessment techniques that measure learners' abilities and feedback provision, which helps students improve by identifying strengths and areas for development. Proper assessment ensures that students receive constructive feedback to refine their speaking proficiency.

The micro-skills section highlights fundamental linguistic components that contribute to speaking fluency. These include vocabulary, grammar, pronunciation, and fluency. Vocabulary and grammar provide the structural foundation for communication, while pronunciation and fluency ensure clarity and smoothness in spoken language.

Overall, this conceptual framework illustrates the interrelated aspects of teaching and learning speaking skills, emphasizing the importance of materials, strategies, assessment, and linguistic micro-skills in developing effective communication abilities.

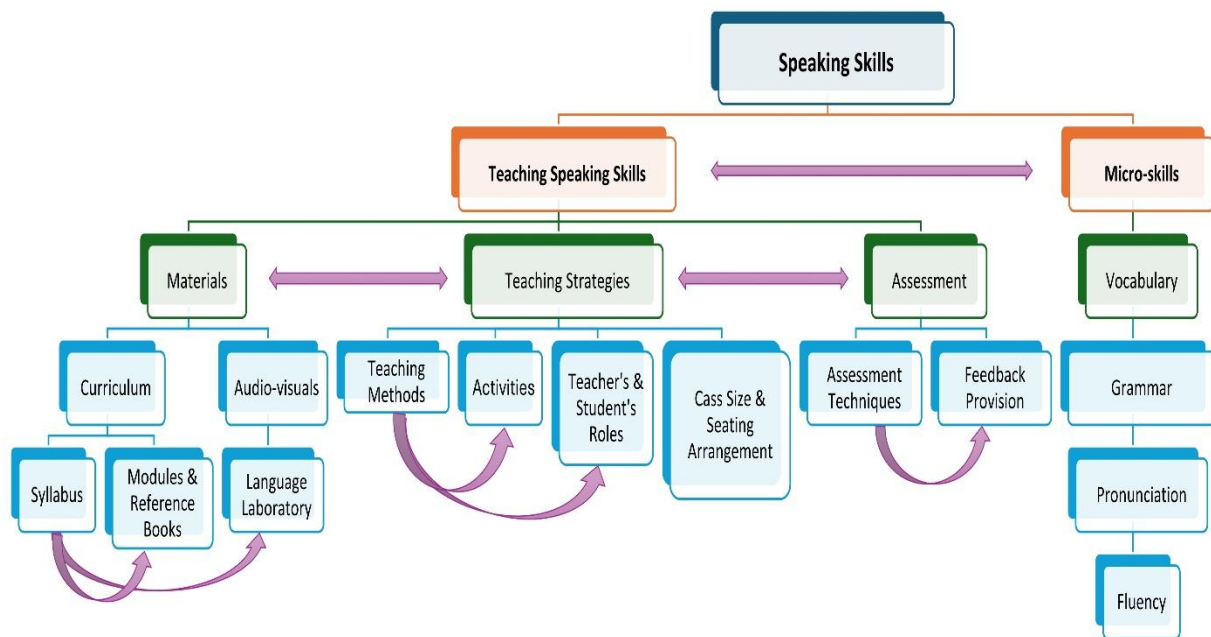


Figure 1: Conceptual Framework

Summary

Speaking instruction is a crucial component of learning a second language. Proficiency in a second language enhances a learner's chances of academic achievement as well as success in all aspects of life after graduation. As a result, teaching speaking is something that language instructors must focus heavily on. It is preferred to provide a rich environment where genuine discussion occurs rather than pushing kids toward mere memorization. To do this, a variety of speaking exercises,

like the ones mentioned above, can greatly aid students in acquiring the fundamental interacting abilities needed for daily living. In addition to increasing student participation in the learning process, these activities provide their education with greater purpose and enjoyment.

Chapter Three

3. Methodology

The reliability and validity of a research process depends on the strength of its methodology. A scientific methodology consists of an explanation of sampling design, data collection design, tools for data analysis, and other relevant components (Kothari, 2004). This study aimed to evaluate the teaching of the Advanced Speech course at Debre Markos University. This chapter provides a detailed description of the research methodology adopted in this study, and it is presented briefly as follows.

3.1. Research Design

This study followed a descriptive research design. The major purpose of descriptive research was to describe the state of affairs as it existed at present in its natural setting. Moreover, in such a research design, the researcher had no control over the variables; they could only report what had happened or what was happening (Kothari, 2004). As stated in Chapter One, the purpose of this study was to assess the practice of teaching the Advanced Speech course. The researcher only reported what was happening in the teaching-learning process. Best and Kahn also pointed out that a descriptive study examines topics like current relationships or conditions, common behaviors, held beliefs, points of view, or attitudes, ongoing processes, effects that were being felt, or developing trends. Descriptive research could occasionally focus on the relationship between what was or what existed and a previous occurrence that impacted or affected a current situation or event (Best & Kahn, 2006). Therefore, this study followed a descriptive design, as the objectives, methodologies, the nature of the collected data, and the analysis methods were aligned with this design.

In line with this, the study was purely qualitative. Qualitative methods allowed for the identification of previously unknown processes, explanations of why and how phenomena occurred, and the range of their effects (Dorneyi, 2007). The nature of the data collected for this study was purely qualitative and did not follow a numerical analysis. If the collected data focused on describing, understanding, and clarifying a human experience, then qualitative studies were directed at describing the aspects that made up an idiosyncratic experience rather than determining the most likely or mean experience within a group (Polkinghorne, 2005 as cited in Dorneyi, 2007).

3.2. Research Site, Participants, and Instruments of the Study

3.2.1. The Research Site

The research was conducted at Debre Markos University. Established in 2005, Debre Markos University is one of the second-generation³ universities in Ethiopia. It is located in North-Western Ethiopia, Amhara Regional State, East Gojjam Zone, in Debre Markos Town, approximately 298 km from Addis Ababa. The university has six colleges, two schools, and two institutes. The Department of English Language and Literature is one of the six departments under the College of Social Sciences and Humanities.

I preferred this site for several important reasons. Firstly, I am familiar with most of the staff in the Department of English Language and Literature, and I believed this allowed me to easily access resources such as staff and student cooperation, as well as other logistical support like free classrooms for research purposes. Additionally, I chose a nearby university to my home town as a research site, believing that it would help me save energy, time, and money, considering the rigorous nature of PhD study demands all these resources.

3.2.2. Data Sources

The number of students joining the Department of English Language and Literature varied each year. In the 2020/21 academic year, 43 second-year students had taken the Advanced Speech course. Moreover, sample teachers who had taught this course at the time of data collection, as well as a few months prior, were included in the study. The following is a description of the subjects included in the study.

The Teachers

Since teachers were the major agents of the teaching-learning process, they were included in this study as data sources. In this study, their classroom teaching practices, use of different teaching materials and activities, assessment techniques and frequencies, trends in using teaching aids and materials, and other related factors were examined.

For this study, six teachers who had taught the Advanced Speech course at the time of data collection, as well as a few months prior, were selected using purposive sampling. In purposive

³In Ethiopia, there are fourteen universities which are referred to as the second generation. Most of them were established in 2005.

sampling, the researcher selects individuals from a particular subgroup who share important experiences relevant to the study (Dorneyi, 2007). Therefore, this sampling allowed the researcher to conduct an in-depth analysis and identify common patterns within a group with similar characteristics.

The Students

Students played a significant role in the teaching-learning process. This study explored their views on the Advanced Speech course materials, their involvement in the learning process, their interactions with peers and teachers in the classroom, their practices in the language laboratory, the types of materials they received for the course, and other related factors. The study included second-year students who were enrolled in the Advanced Speech course, selected using the availability sampling technique.

From this group, six students who were willing and able to participate in the interview were purposefully chosen. Three of them were group leaders, while the others were group members. Since most group leaders at the university were high achievers, their inclusion in the interview provided a range of valuable and detailed data.

Thus, the total sample size for this research was 49. Scholars in the field, such as Dörnyei, recommended smaller and purposive samples. A well-constructed qualitative study typically required a manageable sample size to gather rich, saturated data needed to capture even the subtle aspects of the phenomenon under investigation (Dorneyi, 2007). He further elaborated on this point as follows.

Qualitative inquiry is not concerned with how representative the respondent sample is... Instead, the main goal of sampling is to find individuals who can provide rich and varied insights into the phenomenon under investigation to maximize what we can learn. (Dorneyi, 2007)

3.2.3. Instruments of the Study

Since qualitative researchers are often considered methodological omnivores, they have the flexibility to use a variety of information-gathering methods as long as these methods are appropriate for the research task (Cohen et al., 2005). To gather essential and reliable data, the

researcher utilized three data collection tools: interviews, observations, and document analysis. The rationale behind the selection of each tool is explained below.

Interview

An interview was one of the primary instruments for this study. In-depth, semi-structured interviews were conducted with selected teachers and students. The semi-structured interview technique was chosen to allow interviewees to provide detailed and reflective responses on the topic (Creswell, 2003; Cohen et al., 2005). This interview technique, widely used in qualitative research, featured open-ended questions that helped organize the data while allowing further probing on key issues (Cohen et al., 2005).

Data regarding teachers' teaching practices was gathered through this tool, as face-to-face interviews are considered one of the best methods for collecting reliable information on interviewees' beliefs, attitudes, practices, and conceptions (Dorneyi, 2007). The interviews focused on various aspects, including the use of teaching materials and activities, assessment techniques and frequencies, the use of teaching aids and materials, the strengths and weaknesses of the Advanced Speech course delivery, the quality of the teaching-learning process, and related issues.

The teachers' interviews consisted of 21 broad questions. Questions 1 and 2 concerned the teachers' profiles, including their educational background and teaching experience. Questions 3–6 explored the Advanced Speech course syllabus, how it was implemented, and its advantages and disadvantages. Questions 6–13 examined the methods used to teach the course, the types of activities developed or used, and how they taught spoken English. Questions 14–16 focused on the materials or resources used in teaching, while items 17–20 explored how teachers assessed their students and the types of quizzes, tests, assignments, or exams administered. The final question addressed their experiences using the language laboratory and audio-visual materials.

Interviews were also conducted with the students. Their interviews focused on their perspectives regarding the Advanced Speech course syllabus, their roles in the teaching-learning process, their interactions with peers and teachers, their practice in the language laboratory, the materials provided for the course, and other related issues.

The students' interview consisted of 16 broad questions. Questions 1–3 were general inquiries about the course syllabus. Questions 4–8 focused on the teaching methods employed by their

instructors. Questions 9–12 examined the language laboratory and audio-visual materials used. Finally, questions 13–16 explored how they were assessed and the strengths and weaknesses of the overall teaching-learning process.

Based on their willingness, six teachers and six students were interviewed, making the total sample size of the interview twelve.

In my experience, an interview study with an initial sample size of 6-10 might work well. A well-designed qualitative study usually requires a relatively small number of respondents to yield the saturated and rich data that is needed to understand even subtle meanings in the phenomenon focus (Dorneyi, 2007).

The interviews with teachers took place between January 18–22, 2020, while the interviews with students occurred from January 25–29, 2020. An interview guide was prepared in line with the study's objectives and literature review.

Teachers and students were interviewed at different times. Teachers 1 and 2 were interviewed on December 7, 2020. Teacher 3 was interviewed on December 9, 2020. Teachers 4, 5, and 6 were interviewed on December 11, 2020. Students 1, 2, and 3 were interviewed on December 14, 2020. Student 4 was interviewed on December 16, 2020. The last interviews with students 5 and 6 took place on December 18, 2020.

The total time spent interviewing teachers was 148 minutes. Teacher 1's interview lasted 27 minutes, Teacher 2's took 26 minutes, Teacher 3's took 28 minutes, Teacher 4's took 23 minutes, Teacher 5's took 21 minutes, and Teacher 6's took 23 minutes. The total time for the students' interviews was 73 minutes. Student 1's interview lasted 15 minutes, Student 2's took 11 minutes, Student 3's took 14 minutes, Student 4's took 12 minutes, and Students 5 and 6's interviews took 9 and 12 minutes, respectively. Overall, the data from both the teachers' and students' interviews were collected from a total of 148 minutes of semi-structured interviews.

A high-quality audio recorder smartphone was used to conduct the interviews. All interviews were recorded and transcribed accordingly.

Observation

Another key tool used by the researcher to collect data was classroom observation, along with the observation of facilities such as the Library and the Language Laboratory. Classroom observation is crucial for assessing teachers' actual performances and their impact on English language teaching and learning practices (Kiely & Rea-Dickins, 2005). Additionally, classroom observations provide unique insights that other data collection methods may not reveal (Carolun & Judith, 1986).

Through this tool, the researcher observed the actual teaching practices of the Advanced Speech course instructor. Since individuals do not always act according to what they report, observation was essential for gathering direct, first-hand information about teachers and classroom activities (Cohen et al., 2005). This method enabled the researcher to collect data on teachers' performances and classroom events without relying solely on what teachers reported through other instruments (Wajnryb, 1992).

Wragg (1999) stated that the purpose of examining classroom implementation is to determine whether there is a gap between teachers' intentions and their actual strategies. The researcher observed whether teachers used effective teaching methods, maintained control of the class, addressed the needs of all learners, and established positive interactions with students. Additionally, the researcher noted whether teachers created rapport, treated students with respect, and handled questions effectively. These observations covered various teaching practices and related issues, occurring on six different occasions.

The researcher also observed facilities such as the library and language laboratory, as these could impact classroom practices for both students and teachers. In line with the curriculum, the teaching-learning process was observed on eight occasions. To ensure comprehensive data collection, the researcher prepared an observation checklist for each session.

Given that the Department of English Language and Literature had only one section of students per year, this section was selected as the sample for observation. Therefore, all observations took place within this single section, allowing the researcher to gather in-depth data, as recommended by Wragg (1999).

The accuracy of the classroom data was ensured by recording the teachers' live performances and taking detailed notes that reflected the actual events observed (Cohen et al., 2005). Since teachers and students were not willing to be recorded with video, the entire teaching-learning process was recorded using an audio recorder. Memos and notes were also taken during the data collection process. Overall, six classroom observation sessions were conducted.

Three of these sessions were purposefully selected, as assessments were conducted on those days. This allowed the researcher to observe the methods of assessment used. The remaining three sessions were selected randomly, with the teacher's consent.

An observation checklist was created by adapting spoken English classroom checklists developed by Bygate (1987), Knight (1992), and Killip (1992). The checklist was divided into five categories: the first category included 17 items about the teacher's tasks during the Advanced Speech course, the second had 20 items focusing on teaching techniques, the third had 14 items regarding students' roles in the classroom, the fourth had 4 items on students' seating arrangements, and the final category contained 10 items about the facilities in the classroom and the university overall.

Classroom and facility observations were conducted on December 8, 15, 22, and 29, 2020, and January 5 and 12, 2021.

Document Analysis

In addition to the previously mentioned data collection methods, document analysis was also conducted. Using documents as data-gathering tools offers the advantages of being readily available and providing factual information (Cohen et al., 2005). The document review technique was employed as a primary tool, as it is believed to offer authentic and detailed information compared to other data collection methods (Dorney, 2007).

The document analysis for this research focused on several key documents. First, the course syllabus used by the department for the Advanced Speech course was analyzed according to the fundamental principles of teaching spoken English. This analysis also aimed to evaluate the alignment of the syllabus with the teaching-learning process and the materials used by instructors. Second, the materials used by instructors in the Advanced Speech course were examined. Finally,

written assessments, including quizzes, tests, assignments, and final exams, were analyzed in conjunction with the course syllabus and the core principles of teaching spoken English.

The theories and principles related to language learning and the organization of language knowledge, which underpin the curriculum, play a crucial role in determining the quality of language teaching and learning (Richards & Rodgers, 2001). The appropriateness and adequacy of the Advanced Speech course syllabus within the harmonized curriculum were evaluated alongside the teaching materials used by instructors, as these materials serve as detailed representations of the policy specifications (Nagy & Willis, 2008). The data collected were used to examine how these elements were reflected in the spoken English course syllabus and classroom practices.

This tool also allowed for cross-checking the findings obtained from interviews and document analysis through triangulation. Triangulation assumes that by using multiple data sources and methods, a researcher can reduce bias in the study. It is often emphasized that different tools have various strengths and weaknesses, and the main advantage of triangulation is to address the limitations of any single method (Seliger & Shohamy, 1989; Cohen, Manion, & Morrison, 2005; Laws, 2003, Creswell, 2003).

To facilitate this, a syllabus assessment checklist was created by adapting Cunningsworth's 1995 evaluation checklist along with the core principles of teaching speaking skills. This checklist was selected for its well-established and detailed structure (Harni, 2018). According to Jayakaran et al. (2011), several checklists for evaluating English language teaching (ELT) materials, such as those by Tucker (1975), Daoud and Celce-Murcia (1979), Williams (1983), Sheldon (1988), and Cunningsworth (1995), are widely recognized. While many checklists are brief, Cunningsworth's (1995) checklist is more comprehensive (Harni, 2018). The researcher found this checklist useful for evaluating the practices associated with the teaching of the Advanced Speech course. The assessment checklist consisted of four major categories: the first category covered nine items on the syllabus objectives, the second included 20 items on the syllabus content, the third contained 10 items on teaching methods, and the fourth included 10 items on teaching activities and assessment techniques.

The document analysis was carried out with the assistance of two assessors who were conducting their PhD research on related topics. To reduce bias and enhance the credibility of the research, it is recommended that assessments or evaluations be conducted collaboratively (Cohen et al., 2005).

3.3. Data Collection Procedure

The researcher employed a systematic approach to data collection, ensuring that each step was carefully planned and executed to yield accurate and meaningful results.

The first step in the data collection process involved an extensive review of relevant policy documents and textbooks. This stage was crucial because it allowed the researcher to understand the officially prescribed guidelines and expectations regarding spoken English instruction. The review was conducted primarily before classroom observations and interviews to identify any potential discrepancies between theoretical policies and actual classroom practices. Additionally, the syllabus (course description) and instructional materials specifically designed for spoken English courses were thoroughly analyzed to assess their content, objectives, and alignment with pedagogical principles.

Following the document analysis, the next phase focused on understanding how the curriculum and teaching materials were implemented in actual classroom settings. Classroom observations were conducted to examine the teaching methodologies, student engagement, and overall classroom dynamics. Before initiating the observations, the researcher explained the purpose of the study to the participants, ensuring ethical considerations and informed consent were addressed.

To maintain the authenticity of classroom interactions, observations were conducted before any interviews with teachers and students. This sequence was intentional, as prior interviews might have influenced participants' behavior during the lessons. If teachers and students were aware of the study's specific focus in advance, they might have consciously or unconsciously modified their behaviors, leading to an artificial representation of their usual teaching and learning practices. Conducting observations first helped capture the natural classroom environment and provided more reliable data.

The researcher carried out six separate classroom observations to ensure a comprehensive understanding of the instructional process. These repeated observations allowed for the collection of sufficient data to identify patterns, assess consistency in teaching practices, and verify initial findings.

After completing the classroom observations, the researcher proceeded to the next stage: conducting interviews with relevant stakeholders. Interviews were conducted with teachers and students. These interviews provided an opportunity to gain deeper insights into the perspectives of those directly involved in the teaching and learning process. The questions focused on teaching strategies, assessment techniques and frequencies, feedback provision, the kind of teaching materials used by the teachers, and the challenges faced in spoken English instruction.

As a final step, the researcher conducted an assessment of the physical and instructional facilities available for spoken English instruction. This included evaluating the availability and suitability of resources such as language laboratories, audio-visual aids, classroom layouts, and any supplementary materials provided for students. The goal was to determine whether the existing facilities supported or hindered the effective implementation of the spoken English curriculum.

By following these structured procedures, the researcher ensured a thorough and balanced data collection process, allowing for a well-rounded analysis of spoken English instruction in the studied context.

3.4. Data Organization

The data collected for this study was systematically organized to ensure efficient storage, retrieval, and analysis. This organization process followed a structured approach that involved categorization, storage, coding, labeling, and validation.

The first step in data organization involved categorizing the collected data. This study relied on both primary and secondary data. The primary data included information gathered through interviews with teachers and students, as well as insights obtained from classroom observations and facility observations. These sources provided first-hand information, making the research highly dependent on direct data collection. Secondary data, on the other hand, consisted of existing

documents such as textbooks, policy documents, and curriculum guidelines, which were reviewed to contextualize the findings.

Since the study was purely qualitative, no numerical data was collected. Instead, all data consisted of descriptive information obtained from interviews, observations, and document reviews. The absence of numerical data meant that the analysis focused on identifying themes, patterns, and relationships rather than statistical calculations.

After data collection, the storage process was carefully managed using both manual and digital methods. Physical storage included notebooks, printed documents, and labeled files, which served as hard copies of the collected information. Digitally, data was stored in MS Word and Excel to organize transcriptions and observation notes systematically. Audio recordings from interviews were saved with clear labels indicating the date and time of each recording to ensure accurate transcription. Once transcribed, these files were stored in MS Word documents and backed up on Google Drive for enhanced security and accessibility.

Before storing the data, it was coded and labeled based on its type and relevance to the research objectives. To maintain organization and participant anonymity, the researcher assigned unique identifiers to each interviewee. For example, the first interviewed teacher was labeled as T1, while the third interviewed student was labeled as S3. This coding system facilitated easy reference and ensured that the responses remained anonymous.

To maintain the relevance of the study, data that was unrelated to the research scope was excluded. The remaining data was further refined using open, axial, and selective coding. Open coding involved breaking the data into smaller concepts and categorizing them based on emerging themes. Axial coding helped establish relationships between these categories, while selective coding allowed for the identification of a core category that tied all the themes together. Based on this structured approach, all data related to teaching strategies were grouped under one theme, while data concerning assessment practices were categorized separately. This thematic organization streamlined the analysis process and ensured clarity in presenting findings.

To enhance accuracy and coherence, the responses collected from interviews, classroom observations, and facility observations were triangulated and cross-checked. This method ensured that findings from different sources aligned and provided a well-rounded understanding of the

subject matter. By comparing insights from various data collection instruments, the researcher was able to validate the credibility of the results.

To uphold participant privacy, real names were replaced with pseudonyms, such as “Teacher 6,” to protect identities while maintaining the integrity of the research data. This measure was taken in compliance with ethical research standards, ensuring that participants remained anonymous throughout the study.

Finally, to prevent data loss, multiple backup measures were implemented. Copies of all digital files were stored on Google Drive, external hard drives, and personal computers, ensuring that data remained accessible even in the event of technical failures. By following this systematic approach to data organization, the researcher ensured that the study’s findings were well-documented, reliable, and easily retrievable for analysis and future reference.

3.5. Method of Data Analysis

The data collected through the outlined procedures was analyzed using an objective-based data analysis approach. This method was chosen for the main study as it ensured a more concise and manageable analysis while facilitating effective triangulation. By focusing on the study’s objectives, the researcher was able to structure the data systematically, making the analysis clearer and more reliable.

The researcher analyzed the data collected from various instruments using a qualitative approach. To achieve this, grounded theory was employed as the primary analytical framework. Grounded theory is a research methodology that allows theories to emerge inductively from a body of collected data, rather than being imposed before data collection. If applied rigorously, this method ensures that the resulting theory is well-grounded in the actual dataset, making it highly relevant and applicable to the research context (Corbin & Strauss, 2008).

Following the principles of grounded theory, the researcher employed a structured coding process consisting of three stages: open coding, axial coding, and selective coding. These steps, recommended by Glaser & Strauss (1978) and Corbin & Strauss (2008), were systematically implemented to organize and interpret the data meaningfully.

The first stage of analysis, open coding, involved breaking down the data into distinct parts to identify, name, categorize, and describe key concepts. During this phase, the researcher examined the data line by line, sentence by sentence, and paragraph by paragraph, consistently asking: “*What is this data about?*” and “*What concept or phenomenon is being referenced here?*”

By doing so, recurring themes and patterns were identified, forming an initial set of categories that reflected significant aspects of the data. Each category represented a concept or idea emerging from the dataset, providing a foundation for further analysis.

Once the initial categories were established, the researcher proceeded with axial coding. This phase focused on systematically identifying relationships between different categories and their subcategories. Through a combination of inductive and deductive reasoning, the researcher explored how various elements of the data were interconnected.

Rather than attempting to establish all possible relationships, the researcher typically emphasized causal relationships and organized data within a general framework of connections. The goal of this phase was to refine and link the categories identified during open coding, ensuring that they accurately represented the underlying patterns in the data.

The final phase, selective coding, involved integrating all identified categories around a core category that unified the entire dataset. This stage required the researcher to refine the analysis by relating all other categories to this core concept, forming a cohesive and structured narrative.

By developing a single storyline, the researcher ensured that the data interpretation remained focused and logically sequenced. The underlying idea in this phase is that the core category remains consistent throughout the study, providing a theoretical framework that explains the relationships and patterns identified in the research findings.

Once the data was systematically organized, the analysis and discussions were conducted in alignment with the research objectives. This structured approach ensured that the findings remained focused, relevant, and directly addressed the key questions of the study. By following an objective-based analysis, the researcher was able to present the data in a logical sequence, making it easier to interpret and draw meaningful conclusions.

Each objective was analyzed separately, with data presented in a clear and concise manner. To enhance the credibility of the findings, triangulation was employed, integrating multiple data sources such as document analysis, interviews, and observations. This method allowed for cross-validation, reducing bias and ensuring that the conclusions were well-supported by diverse perspectives.

Furthermore, discussions were immediately provided after the analysis of each data set. This approach helped to avoid unnecessary repetition and improved the flow of the study. Instead of placing discussions in a separate chapter, which could make it difficult for readers to connect the findings with their interpretations, integrating discussions with data analysis enabled a more coherent and structured presentation. This method also allowed for immediate reflections on the findings, providing clarity and facilitating deeper insights into the research topic.

3.6. Validity of the Instruments

In qualitative research, validity promotes transparency and reduce the possibility of introducing researcher bias (Singh, 2014). Different data validity-ensuring techniques were used by the researcher to get evidence of the validity of the instruments used in this study.

Many qualitative researchers avoid the terms ‘validity’ and use terms such as credibility, transferability, dependability, and confirmability when referring to criteria for evaluating the scientific merit of qualitative research (Anney, 2014).

The first merit, i.e., credibility, refers to the truthfulness of the findings, which are believed to be the results of correctly interpreting the original data of the participant (Guba & Lincoln, 1982). Prolonged engagement in the research site, peer debriefing, triangulation, and member checks are some of the strategies for establishing credibility (Anney, 2014). Though prolonged engagement at the research site is relative, the aim, as Anney indicated, is to minimize the distortion of information that might arise due to the presence of the researcher and improve the trust of the participants.

For this study, although it is difficult to say the researcher’s two months’ engagement is enough, he did the following to minimize the distortion of information and build participants’ trust: Advanced Speech lecturers were not interviewed immediately. After a brief introduction, the researcher spent more than a week at the university and attempted to build rapport with the

participants. Besides, preliminary classroom observation was conducted to minimize the influence of the presence of an observer on teachers' and students' behaviors and actions in the classroom.

To ensure credibility, the researcher used a peer briefing strategy as suggested by Guba & Lincoln (1982). To do so, discussions were held on the data collection and analysis procedures with four individuals who reviewed the teachers' and students' interviews, the observation checklist, and the document analysis checklist. They also read the final report of the final study and gave comments that helped the researcher improve the quality of the findings. Moreover, as suggested by the above authors, the interpreted data was given back to two of the interviewed lecturers to enable them to evaluate if the interpretation was in harmony with what they said and did. Also, data triangulation was employed as the qualitative data was collected through three instruments: interview, classroom observation, and document analysis.

The second merit, i.e., transferability, which is the interpretive equivalent of generalizability, can be facilitated by providing a thick description of the study and selecting participants purposefully (Bitsch, 2005). Hence, in-depth details are given about the context, data collection techniques and procedures, sampling strategies, and data analysis methods of the qualitative component of this study. Further, lecturers who have recent experience in giving the Advanced Speech course were purposefully selected as they were believed to have rich and varied insight.

To establish dependability and confirmability, the interpretive equivalent of validity and objectivity, respectively, the audio recordings of the interviews, classroom observations, and document analysis are kept, and their transcriptions are attached to the appendix section of this study. The availability of these documents and the thick description of the study enable readers and examiners to evaluate how the research was conducted (Anney; 2014, Guba & Lincoln; 1982).

3.7. Ethical Considerations

Ethical responsibility is a fundamental aspect of any research involving human participants. As Duff (2008:146) emphasizes, researchers must demonstrate a strong commitment "to protect the well-being of their research participants and respect their confidentiality, privacy, safety, and other legal and human rights." Following this principle, the researcher took several steps to ensure that ethical guidelines were strictly followed throughout the study.

Before beginning data collection, the researcher obtained an official approval letter from the Department of Foreign Languages and Literature at Addis Ababa University. This letter authorized the researcher to conduct the study and was subsequently submitted to the Department of English Language and Literature at Debre Markos University. The approval covered both the pilot study and the main study, ensuring institutional permission was in place before engaging with participants.

Once institutional approval was secured, informed consent was sought from the participant teachers and their students. To facilitate this process, the researcher held an initial informal meeting with the teachers, during which they were briefed on the study's purpose, procedures, and ethical safeguards. Teachers were then asked to sign an informed consent form, confirming their voluntary participation. During this session, the researcher reassured both teachers and students that their identities would remain anonymous and that all research findings would be kept strictly confidential.

Participants were also given detailed information about their rights in the study. The researcher explained their role, clarified any concerns, and allowed them to ask questions. A key aspect of this ethical process was discussing issues related to confidentiality and anonymity. To further protect participants' identities, they were encouraged to select pseudonyms such as "*Teacher 1*" or "*Student 3*" which were used throughout the interviews and analysis.

Additionally, the researcher ensured that participation was entirely voluntary. Teachers, particularly those being observed in classroom settings, were explicitly informed that they could withdraw from the study at any time without any negative consequences. The study prioritized the well-being of both teachers and students, ensuring that the research process did not subject them to any form of harm. To maintain a respectful and supportive environment, the researcher avoided any form of judgment or criticism of the teachers' instructional methods. Instead, the observations and interviews were conducted with sensitivity, fostering a positive and ethical research atmosphere.

By adhering to these ethical principles, the researcher upheld the integrity of the study while ensuring the safety, dignity, and rights of all participants.

3.8. The Pilot Study

The pilot study evaluated the teaching of the Advanced Speech course at Mettu University. Data was collected from November 12 to January 4, 2019. The research followed a descriptive design with qualitative data. Thirty-nine students with availability sampling and four teachers with simple random sampling were selected.

Classroom observations, in-depth semi-structured interviews, and document analysis were used to collect the data. Document analysis was employed to assess course materials using Cunningsworth's (1995) textbook evaluation checklist. Interviews were made to explore teaching methods, assessment techniques, and feedback provision. Moreover, classroom observations were conducted to examine the teaching strategies and facilities like language laboratories. To do so, observation checklists were adapted from Bygate (1987), Knight (1992), and Kllipel (1992).

3.8.1. Major Findings of the Pilot Study

Key findings of the pilot study include:

- **Course Syllabus:** The syllabus is heavily theoretical, with only two out of five objectives supporting practical skill development. It lacks measurable objectives and excludes essential speaking sub-skills like fluency, pronunciation, and vocabulary. While relevant to students' future careers, it does not promote student-centered learning or specify teaching aids.
- **Teaching Methods:** The lecture method dominated, with minimal use of group discussions and presentations. Discussions were unstructured, and students often resorted to their mother tongue. Teachers did not evaluate their methods due to time constraints and large class sizes.
- **Teaching Materials:** The primary reference was a module designed for distance learners, inconsistent with the syllabus and lacking quality due to reliance on outdated sources like Wikipedia. Library resources were outdated, inaccessible, and limited in number.
- **Assessment Practices:** Assessment was largely theoretical (60% written assignments and exams), with limited practical assessments. Group presentations only evaluated group

leaders, while individual presentations were short and lacked feedback. No continuous oral performance records were kept.

- **Facilities:** The university had a language lab, but it was non-functional, and no audio-visual materials were used, despite the syllabus recommending lab practice.

Overall, the course lacks practical focus, effective teaching methods, adequate resources, and proper assessment techniques, limiting students' speaking skill development.

3.8.2. Lessons Learned from the Pilot Study

The pilot study served as a trial for the main research, testing the feasibility and identifying necessary improvements. While the study confirmed the reliability of data collection instruments, interviews, and analysis methods, several key lessons emerged:

1. **Data Analysis Approach:** The tool-based analysis method (categorizing data by source: interviews, observations, and document analysis) was cumbersome and complicated triangulation. Instead, an objective-based analysis approach was recommended for better organization and coherence.
2. **Discussion Presentation:** Separating the discussion section into a different chapter made the analysis lengthy and harder to follow. Integrating discussions immediately after presenting each data point would improve readability and clarity.
3. **Instructional Material Analysis:** The analysis focused on relevance, availability, accessibility, effectiveness, and timeliness, incorporating evaluations from teachers, students, and the researcher. However, using a structured checklist in the main study would yield more concrete and reliable data.
4. **Student Sampling Technique:** Initially, students were selected using simple random sampling, but many were unwilling to participate. As a workaround, the researcher asked teachers to recommend students with strong expressive skills, leading to more willing participants. For the main study, purposive sampling should be used to ensure better participation.
5. **Interview Language:** Conducting student interviews in English discouraged participation, while interviews in Amharic provided more detailed and valuable responses. To ensure

richer data collection, student interviews in the main study should be conducted in Amharic.

6. **Classroom Observation Recording:** Audio recordings captured only nearby students' voices since the researcher sat at the back. To improve clarity, future recordings should be made from a central location.

These insights enhanced the main study by refining data collection, improving analysis efficiency, and ensuring more comprehensive and reliable findings.

Chapter Four

4. Data Presentations and Discussions

This study aimed to evaluate the teaching of the Advanced Speech course at Debre Markos University, and this chapter presents the data and discussions in three sections. The first section outlines the strategies used to teach the Advanced Speech course, including course-sharing mechanisms within the Department of English Language and Literature, student numbers and seating arrangements, the roles of both teachers and students, and the teaching methods and activities implemented by instructors. The second section presents data on the assessment methods employed by teachers, focusing on how students' accuracy, fluency, vocabulary, grammar, and pronunciation are evaluated, along with the practices of providing feedback. The final section provides an analysis of the materials (resources) used or developed by teachers for the Advanced Speech course, specifically addressing the course objectives, the syllabus contents and activities, the teaching methods outlined in the syllabus, and the assessment techniques specified in it. Additionally, the section includes data on supplementary books and audio-visual materials.

4.1. Strategies Employed to Teach the Advanced Speech Course

In this section, the discussion and interpretation of data gathered through interviews and classroom observations regarding course-sharing mechanisms employed by the Department of English Language and Literature, student numbers and seating arrangements, the role of the teacher and the students, and teaching methods and activities used by teachers are presented. The section starts with a discussion of the data obtained through interviews, and the results of classroom observations were incorporated to validate the data.

4.1.1. Course Sharing Mechanism

Teachers were asked how they share courses in their department. This question aimed to check whether the Advanced Speech course was chosen by teachers based on their interests or not. The response of all teachers to this item is similar. Courses are shared randomly, and a draw or lottery method is used to share the courses. Teachers also added that common courses are preferred by teachers every year because they think that common courses need little effort and preparation. Next to the common courses, block courses are highly preferred over other courses because a teacher can finish them within a very short time. Conversely, advanced courses are not wanted by all teachers because they are considered a burden. These teachers believe that advanced courses,

including the Advanced Speech courses, are not preferred because they consume much energy and there are no reference books or materials to support them in their teaching. As a result, these teachers do not want to teach the Advanced Speech course for successive years. Let us see sample explanations given by teachers.

...most of the time, we share the courses by lottery. We do that because there should be a balance between the burdens of every teacher. There are courses like the common courses that require little effort to teach, and there are advanced courses that require much more effort. So, if advanced courses are given only to a particular person, he will always be busy while other teachers are relaxed.
(Teacher 1)

...all teachers want to deliver common courses. Since these courses require little effort and preparation, they are needed by every teacher. In addition, reading skills and all block courses are highly needed by the teachers. On the contrary, some courses need a great deal of effort to be taught. Frankly speaking, I personally don't want to teach courses like Advanced Speech because I will lose my whole energy and I can't find enough reference books to teach the course. So, these courses are burdens, and every teacher should share the burden as we share the blessings. (Teacher 2)

The data shows that the Advanced Speech course is not preferred by the teachers. Instead, it is considered a burden. It seems that teachers are teaching this course without interest. A lack of interest in teaching a certain course will minimize the quality of education.

One of the issues that could minimize the quality of the teaching-learning process is course sharing. At Debre Markos University, teachers share courses by lottery. In this case, a teacher who does not have any experience or skill could be assigned to teach the Advanced Speech course. If courses are given by a teacher who is an expert in that specific field of study, there will not be a major quality-related problem in the teaching-learning process. For example, it would be effective if spoken English courses were given by a teacher who did his or her Ph.D. in speaking skills since he or she specializes in that skill. But, as Manen (1999) said, pedagogy has been conceptualized in a smaller way, and as a result, there has been a lack of recognition of teacher knowledge and expertise.

The other feasible criterion is experience. Experience is one of many factors influencing the quality of teaching (Brandenburg et al., 2016; Klassen & Chiu, 2010). Students will benefit if courses are given by experienced teachers. According to Crookes & Arakaki (1999), accumulated teaching experience was the most often cited source of teaching ideas; teachers talk about their teaching experiences as being personally unique and self-contained. Teachers believe that their experiences are unique, and thus their unique experiences are important to teach effectively.

Generally, at Debre Markos University, teachers share courses randomly, using a lottery system to ensure an equal distribution of workload. Common courses, which require less preparation, are preferred, while advanced courses, such as the Advanced Speech course, are generally avoided due to their high demand for effort, preparation, and lack of teaching resources. Teachers view advanced courses as burdensome and tend to avoid them for consecutive years. This preference for easier courses can reduce the quality of teaching, as teachers may lack interest and energy for more challenging subjects. The system of course sharing also means that teachers without expertise or experience in a specific field, such as advanced speech, may end up teaching it, potentially impacting the quality of education. Ideally, courses should be taught by experts in the field to ensure effective learning. Additionally, teaching experience is another factor that influences the quality of teaching, with more experienced teachers often providing more effective lessons.

4.1.2. Student Numbers and Seating Arrangement

4.1.2.1. Number of Students in a Class

Throughout the observation session, the students were learning in the same room. The size of the room was 64 m², and most of its windows were broken. Some parts of the ceiling were broken too, and the remaining parts were painted white. The walls were painted a light yellow. All the electric sockets were destroyed. There were white and green boards. There were many armchairs, but some of them were broken.

Different studies show that class size could determine class behavior and student performance. The number of students taking the Advanced Speech course was 43. Defining a large class is difficult because there seems to be no quantitative large-class indicator due to differences in contextual perception, whether that of teachers, administrators, or stakeholders and, as we shall see, country (Hayes, 1997). Moreover, no single definition of what defines a large class exists in

the literature, according to Bahanshal (2013), since educators, students, and material makers around the globe have diverse ideas about what defines small, large, and perfect classrooms. For instance, the American Council on the Teaching of Foreign Languages (ACTFL) recommended 15 students in a class for second language learning. According to Hess (2001), a class is deemed large if it consists of 30 or more individuals.

These class sizes might work in developed nations. But in developing countries like Ethiopia, the principle does not work. In Ethiopia, there is no data on the ideal class size at any education level. One of the problems with the course syllabus and the harmonized curriculum is their inability to state the maximum number of students to be assigned in one classroom, especially for language classes. The observed class size at Debre Markos University is three times larger than the class size that is recommended by ACTFL. This makes the teaching-learning task very challenging. For instance, it was observed that the teacher could not manage the students. There were disturbances and side talk during the observation days. Especially the students who were sitting at the back of the class were chatting while the teacher was lecturing.

The other problem that resulted from this class size was a shortage of time to cover the course. All the interviewed teachers and students highlighted that there were not enough practical sessions because the majority of the course time was allocated to teaching the theoretical parts of the course. For instance, if the teacher gave a 5-minute individual presentation, 215 minutes would be needed for the whole class. Therefore, it would take two weeks to finish the presentation. Regarding this issue, one of the teachers said the following in the interview:

To speak frankly, it is very difficult to give individual presentations. As you have observed, there are around 45 students in the class. A minimum of 5 minutes should be given to every student to assess their speaking performance. So, this usually takes two weeks from the course time, and at the end, some theoretical concepts will not be covered (Teacher 5).

Researchers like Bahanshal found that large class size affects the students' behavior and their achievement. Teaching in large classrooms is difficult, according to Bahanshal (2013), because of the need for teachers to take into account the goals of the course, the unique qualities of each

student, and the teaching styles of each student. The same conclusion was drawn from a study by Harmer (2001), which confirmed that large classes are challenging for both teachers and students. Because of the size of the class, teachers find it challenging to plan engaging and innovative lessons and pay attention to every student, especially those who prefer to hide in the back or do not make eye contact.

The problem of large class size is even worse for foreign or second language classes. Practicing the skills is the nucleus of any language learning. But if there are many students in the class, there will not be sufficient time to do so. It is argued that limited practice for the target language due to the large number of students hindered students from improving their level of oral English (Bahanshal, 2013). In addition, classes with a large number of students do not provide teachers with ample chances or time to give students feedback, either in oral or written form.

Generally, the classroom environment for the Advanced Speech course at Debre Markos University was suboptimal, with a small, 64 m² room, broken windows and ceiling parts, destroyed electric sockets, and damaged armchairs. The room was not conducive to learning, which was compounded by the large class size of 43 students, significantly exceeding the recommended class size for effective learning, which is 15 students, according to the American Council on the Teaching of Foreign Languages (ACTFL). The large class size made it difficult for the teacher to manage the students, leading to disruptions, especially from students sitting at the back. Furthermore, the class size resulted in insufficient time for practical activities, as much of the course time was spent on theoretical content. Teachers and students alike noted that practical sessions were limited because individual presentations took too long to complete, leaving little time for other activities. Research supports the view that large class sizes hinder both teaching and learning, especially in language courses where practice is crucial. The large number of students also prevented the teacher from providing personalized feedback, further limiting students' speaking practice and oral English development.

4.1.2.2. The Students' Seating Arrangement

The other factor that affects the students' behavior and achievement is their seating arrangement. Classroom seating arrangement significantly impacts student behavior, and there is evidence to

suggest that it impacts achievement as well (Pace & Price, 2005). Different seating arrangements have their strengths and weaknesses.

At Debre Markos University, most dominantly, the whole-class seating arrangement (sitting in rows) was employed every day. Since the majority of the course was covered using the lecture method, the students' seating arrangement was not changed. Wannarka (2008) underlined that the nature of the tasks given to the students dictates their seating arrangements. When group discussions were given, the teacher ordered the students to sit in groups. While the students tried to create a circular seating arrangement, the whole class was disturbed by the noise created by the movement of the chairs. After their discussions, the same disturbance was created when they returned to the whole-class seating arrangement. No other seating arrangement was used except for these two.

According to Daniels (1998), the physical arrangement of the classroom has the potential to encourage desirable behavior or contribute to students' misbehavior. Moreover, Marx et al. (2000) found that the locations of students in the classroom normally determine the number of interactions they have with the teachers, and this will eventually improve their learning.

Circular seating arrangements were used during group discussions for a few days whenever group discussions were given. However, the students changed their seating arrangement into rows immediately after finishing the group work. In addition, the large number of students assigned to a group resulted in ineffective group discussions. There were side talks among the group members instead of discussing the issue. In the circular seating arrangement, it was observed that some of the students gave their backs to their teacher. To overcome this problem, semi-circle seating arrangements are recommended by scholars. Marx et al. (2000), for example, looked into the connection between ten-year-old students' question-asking habits and seating arrangements. They discovered that when students were seated in semicircles as opposed to rows, they asked their teacher noticeably more questions. When the desired behavior is interactive, like brainstorming (Rosenfield, 1985) or questioning the teacher (Marx et al., 2000), seating arrangements that facilitate interactions by proximity and position, such as clustered desks or semi-circles, should be utilized.

Generally, the seating arrangement in classrooms at Debre Markos University significantly affected students' behavior and achievement. The predominant arrangement was the whole-class seating (rows), which remained unchanged during most lectures. While group discussions occasionally prompted a circular seating arrangement, this caused disturbances due to the noise from moving chairs, and students reverted to rows afterward. Although circular seating can encourage interaction, it was ineffective due to the large number of students in each group, leading to side talks rather than productive discussions. Research indicates that seating arrangements can influence student behavior and learning outcomes. For example, seating in semi-circles can foster more teacher-student interaction and improve learning, as it facilitates communication and engagement. Thus, alternative seating arrangements like semi-circles could better support the interactive nature of tasks like brainstorming and questioning.

4.1.3. The Role of the Teacher and the Students

4.1.3.1. Teachers' Role to Teach the Advanced Speech Course

The first focus of the classroom observation was the teacher's and the students' role in teaching and learning the Advanced Speech course. Accordingly, the teacher didn't start each day's session by introducing the day's lesson objectives. On all observed days, the teacher started the lesson without communicating the objectives. It seems that it is because of this trend that students showed hesitation while they were interviewed about the objectives of the course. Besides, the teacher did not create consistency between the course syllabus and the topics that he taught on all observation days. Sometimes he used the 'old' syllabus to teach some topics. The vocabulary and other language aspects were not provided beforehand that the students needed for speaking activities during all observation sessions.

On the other hand, the teacher presented the new language to the students systematically and meaningfully, to some extent. He presented new concepts like memorized and impromptu speeches in a meaningful manner by providing real-life examples. Other concepts raised on other observation days were presented using the usual lecture method.

Spoken tasks were not presented interestingly and enthusiastically. As mentioned in the analysis of the students' interview part, spoken tasks were considered a burden that was loaded on the

students. Since the tasks were not given in a way that could capture the students' attention, students showed little interest in doing them.

Students were not given equal chances to participate in speaking tasks. During their presentation session, it was observed that only group leaders presented the group work while other group members sat and listened to the presentations. Group marks were given based on the performance of the group leaders. Other group members were asked a few questions to check whether they had participated in the group work or not.

In spoken classes, it is advised that the teacher minimize his/her speaking time and increase the students' speaking time. Contrarily to this fact, the majority of each day's session was covered by the teacher's talk. As explained above, teachers preferred the lecture method to teach this course, and they used the whole class time to explain concepts. Usually, the students were silent listeners and note-takers.

Likewise, no oral or written feedback was given by the teacher while the students made errors in group work or presentations. Especially during the students' presentation day, the students made frequent pronunciation mistakes. However, their teacher did not give comments or feedback to any student, either in the middle or at the end of their presentation. This practice may lead the students to think that their presentation was perfect, with no pronunciation or other errors. Additionally, no eliciting questions like "What do you mean?" were asked by the teacher to prompt students to speak more. During the presentation time, the teacher's concern was finishing the assessment within the given time.

Generally, the teacher was not supervising and guiding the students while the students did their group work or pair discussions. As it has been stated so far, the teachers' main concern was covering the course within the given time. There are many theoretical concepts in the course syllabus. Therefore, the majority of the time was spent teaching the theoretical parts. As a result, only a few practical sessions were conducted in the classroom. And even those few practical activities observed were done and presented by group leaders only.

In communicative language teaching, as well as in the principles of teaching speaking skills, teacher task is used to create conducive environments for students to use the target language in

real-life-like communication. According to Hedge (2000), teachers should facilitate the practice of student activities to bring about effective results. They should be inspired to move beyond covering the curriculum. In addition to this, teachers should provide the maximum opportunity for students to speak the target language by providing a rich environment that encourages collaborative work, using authentic materials and tasks, and shared knowledge (Bygate, 1987; Kllipel, 1992). While teachers give group work, they should involve each student in every speaking activity; to achieve this aim, they should practice different ways of student participation. According to Infante et al. (1993), even though there are different roles for group members, there may be some students who act as silent sitters. So, teachers should check whether every group member is participating or not. Moreover, it is often believed that teachers delegate authority to their students in group work (Cohen, 1994).

Generally, during classroom observations of the Advanced Speech course, the teacher did not begin lessons by outlining the day's objectives, which led to student confusion about the course's goals. The teacher also failed to align the course content with the syllabus, sometimes using outdated materials. Vocabulary and language aspects needed for speaking activities were not introduced beforehand. While the teacher presented new concepts in a somewhat meaningful manner, particularly through real-life examples, most content was delivered using a traditional lecture method. Speaking tasks lacked enthusiasm, and students viewed them as burdensome, showing minimal interest. Participation was unequal, with only group leaders presenting while others passively observed. The teacher's talk dominated the class, with little opportunity for student speaking. No feedback was provided on student errors, particularly during presentations, where frequent pronunciation mistakes went uncorrected. The teacher also did not engage with students during group work or prompt further discussion, prioritizing completing the course content over student interaction. This approach, focusing heavily on theory, left little room for practical speaking activities. Effective language teaching encourages active student participation and real-life communication, which was lacking in this classroom setting. The teacher's methods did not align with best practices for communicative language teaching, where students are encouraged to engage in speaking tasks and receive regular feedback.

4.1.3.2. Students' Role to Learn the Advanced Speech Course

To investigate the roles played by the students in learning the course, interviews were made with the students. Accordingly, most of the respondents said that they have very few roles in the classroom. Although there are many roles that the students are expected to play, these students have no interest to take them. In addition, most of the students prefer to speak in Amharic during group discussions. Regarding this issue, one of the students said the following:

Usually, I prefer to learn silently. I have no habit of asking questions. I only speak if I'm asked questions. I think except for the class representative, all of the students keep silent in the classroom. Sometimes, the teacher gives us group discussions. At that time, we share our ideas in Amharic. Nobody is good at speaking English. Personally, I prefer to speak in Amharic because my English is bad. (Student 6)

Contrary to the majority of the students, group leaders have better participation in playing different roles in the classroom. These students were group leaders throughout the year when group work, discussions, and assignments were given. The majority of the tasks were accomplished only by these students. According to these group leaders, most of their classmates don't like group discussions and they talk about personal issues in Amharic. The following is a response from one of the group leaders:

I played different roles in this course. As I told you before, I am a group leader throughout the year. So, I do lots of things. For example, I control the group discussions, ask questions to members, write group assignments, etc. but, other group members keep silent. Even when we started group discussions, they started to talk about personal issues in Amharic. So, I do all the tasks by myself. (Student 2)

Teachers were also interviewed to state their students' roles in learning this course. Hence, all of the respondents responded that the majority of their students have very little interest in taking roles. Two of the teachers responded in the following manner.

I have been trying to involve every student in a conversation. However, they are not interested in speaking. Most of the time, I could read their lack of interest from their faces. In these circumstances, I prefer to give a lecture. If they are not ready

to play roles, I will not force them to do so. Almost all of them keep silent even if they have unclear ideas to ask. So far, only very few students asked me questions by the end of the class. (Teacher 3)

The students are expected to share roles by themselves when they are given group work. I have told them this at the beginning of the course. I think they are aware of the roles but not interested in practicing them. Usually, the group leaders participate actively in the discussions. The remaining members are not interested in learning the course. (Teacher 5)

The data from the classroom observation showed the same result. During the whole observation days, the students were playing very little role in the classroom. As discussed in detail on pages 102 - 107 of this study, in all the observation days, the majority of the of the teaching-learning process was covered by the lecture method. Besides, very few group discussions were given. However, the students were not doing the task properly. As some interviewed students stated, most group members were talking about outside the given topic in Amharic. The teacher, on the other hand, was not supervising the group discussions. Until the students finished their discussions, the teacher was continuously sitting in one corner of the room. It was observed that the teacher was not supervising the students to play different roles in the classroom.

From the above data, one can conclude that the students barely played different roles while learning the Advanced Speech course. In communicative language teaching, most of the classroom time is allocated to the students. As is discussed in the next topic, the role of the teacher in communicative language teaching is to supervise /facilitate the students' learning. The roles of learners in language teaching are not only the receiver of the information but also the providers, collaborators, and decision-makers. In this case, the learners can provide and collaborate with the teacher to decide what materials and language competencies the learners need to learn and achieve. According to Widodo (2010), in communicative language teaching, learners can play the role of collaborator, informant, navigator, etc. Meanwhile, teachers can play as facilitators, guides, providers, instructors, etc.

During the observation time, it was observed that the teacher had covered the majority of the course in lecture method. Of course, their reasons are presented on pages 102 to 107 of this study. Because

of that, it was observed that the students were silent listeners. Very few students (usually the group leaders) were taking some roles and participating in responding to questions.

This finding is similar to the findings of Chang and Goswami. Nonetheless, the EF/SL classroom may be a frustrating place when most students remain silent in class, and only a small proportion of them actually participate (Chang & Goswami, 2011).

It is believed that when students engage in classroom conversations with their teachers or peers, they are compelled to negotiate meaning, expressing and clarifying their intentions, thoughts, and opinions (Lightbrown & Spada, 1999). In turn, the students' communicative competence, or what they need to know to communicate, can be developed in the classrooms (Larsen-Freeman, 2000; Chang & Goswami, 2011).

Generally, the students' role in this course is to be a silent listener. As it is verified in the observation session, group discussions were given by the teacher. However, the teacher was not supervising the group discussions, asking his students about the problems faced in their discussions, or asking them to report what they had discussed for the whole class. As the students said above, the whole task was loaded on the group leader.

Group presentations were given to the students. According to the students, the group presentation is presented by the group leader only. This is done because of a shortage of time. So, next to the teacher, only group leaders have very few roles in the teaching-learning process. The role of the majority of the students throughout the course was to follow the lectures, do individual written assignments, and take the final written exam.

Students should play their roles inside and outside the classroom to be successful in their learning. Scholars recommended common roles, especially for students taking speaking courses. For instance, Bygate (1987) and Kllipel (1992) highlighted that students should practice where and when they can. Any practice is good, whether they speak to someone who is a native English speaker or not. They also added that the students should respond to what people say to them. They can often get clues to what people think by looking at their body language. Naturally, respond to them. Speaking can be developed through real-life interaction, which is made everywhere and every time. In addition, students should share group roles when they are given group work. Rubin & Thompson (1982) recommend that students use different strategies to develop speaking skills.

Contrary to this fact, learners were observed to be almost passive. Ellis (2009) notes that using students' native language deprives them from the opportunities to use the target language.

Generally, the students in the Advanced Speech course had minimal involvement in their learning, with many preferring to remain silent and speak in Amharic during group discussions. Most students showed little interest in taking on roles, and only group leaders were actively engaged in tasks such as controlling discussions and completing assignments. Teachers also reported that the majority of students lacked interest in participating and were mostly silent during lessons, with few asking questions. Observations confirmed that the class relied heavily on the lecture method, with limited group discussions, and the teacher did not supervise or guide student participation. Group discussions were ineffective, as students often discussed personal topics in Amharic instead of focusing on the course content. The teacher's main concern was covering the syllabus, which resulted in few practical activities. In communicative language teaching, students are expected to actively collaborate and take on various roles, but this was not the case in this course. The majority of students were passive listeners, with group leaders performing most of the tasks. This lack of student engagement hindered the development of their speaking skills, as there were insufficient opportunities for interaction and feedback. The findings align with research suggesting that active student participation is essential for improving communicative competence. However, the teaching approach in this case did not provide students with enough opportunities to engage in meaningful communication or practice.

4.1.4. Teaching Methods Used by the Teacher

“Teachers should use speaking activities which enable their students to use the language in real-life communications.” (Rubin & Thompson, 1982)

Teachers were interviewed to state the kinds of methods that they used to teach the Advanced Speech course. All of the teachers responded that they used different methods to teach the course. According to these teachers, different methods like a gapped lecture, pair discussions, group discussions, games, role plays, storytelling, picture narrations, debating, and questioning and answering were used in the classroom. Regarding this issue, two teachers stated the following:

... I have been applying different techniques, though the time is not sufficient. It is impossible to say that I have meaningfully applied the methodologies in the

classroom. There are methodologies that I have used to teach in the classroom. I have been using games, role plays, storytelling, picture narrations, debating, discussions, and lots of other methods based on the situation and the course outline. (Teacher 4)

... Daily, different types of methods may be applied. As an advanced speech instructor, you give some kind of gapped lecture, and then you invite the students for pair discussions or group discussions. You ask some questions, and the students answer those questions. These are the common classroom routines that happen in the classroom. (Teacher 6)

Though teachers responded that they used many teaching methods, classroom observations were made to validate the data. Contrary to what is stated above, the whole teaching-learning process was dominated by the lecture method. Group discussions and group presentations were conducted to some extent. However, the teachers' further explanations of the above question contradicted what they had stated above. They said, "Different methods are applied each day," and after a while, they responded that time is a big constraint to applying different methodologies in the classroom. One of the above teachers also added: "The students are shown how they can communicate in the classroom, and the rest of the practical aspect is left for the students to practice outside of the classroom because of a shortage of time" (Teacher 5).

The data showed that a teacher-centered approach was employed in the teaching of the Advanced Speech course. This practice is against the principles of communicative language teaching and the principles of teaching speaking skills. As clearly stated by Safargalina (2018) and Macknish & Tomas (2018), teaching speaking as a foreign language holds several challenges for teachers; nevertheless, careful planning and the use of active learning activities can make teaching speaking possible. Thus, giving learners the chance to engage in conversation and negotiate meaning can influence their language skills (Braden, 2018).

Moreover, Hedge (2000, p. 93) pointed out that "teachers should be inspired to move beyond covering the curriculum". He added that teachers should facilitate the practice of student activities to bring about effective results. They should guide a student in the performance of a task to achieve

competence closer to expert performance in the way that athletic, dancing, and singing coaches work with their students.

In the middle of their lessons, teachers used group discussions and group presentations. Group discussions are one of the methods used to teach the Advanced Speech course. But the big question remains: how was it conducted? As it was noticed during the observation sessions, only group leaders were doing ‘everything’ whenever they were given group work. They were leaders, doers, secretaries, and reporters at the same time. The rest of the group members were sitting silently, and some others were doing ‘something’ on their mobile phones. The teacher himself was reading something after he gave group discussions to his students. Besides, the teacher was observed simply ordering students: “Get into groups and do the task!” This implies teachers did not check whether every student in the group participated equally or not. For instance, teachers in the context of this study did not assign students to specific roles like scribe, presenter, leader, or reader. The principle of collaboration, which includes elements of positive interdependence and individual accountability for students, is one of the most valuable benefits of interactive speaking tasks. This finding is consistent with the arguments made by Christison & Murray (2021) and Braden (2018), who value the role that each student plays in group discussions.

Furthermore, group presentations were given on memorized speeches. As usual, the group leaders did everything, and they were the only ones to present it to the whole class. Other group members were asked a few oral questions to check whether they had participated in the work or not. In the end, equal marks were given to all group members based on the group leader’s performance. The quality of education suffers as a result of such practices. While giving group work, teachers should give every group member a specific role. Otherwise, the whole task of the group will be loaded on the group leaders. It is often believed that teachers delegate authority to their students in group work (Cohen, 1994).

Generally, teachers of the Advanced Speech course reported using a variety of teaching methods, including gapped lectures, pair and group discussions, role plays, games, storytelling, picture narrations, debates, and question and answer sessions. However, observations revealed that the lecture method dominated the teaching process, with limited use of other methods due to time constraints. Teachers acknowledged that time limitations prevented them from fully implementing

these methods, and some aspects of the practical work were left for students to practice outside of class. The classroom observations showed a teacher-centered approach, contrary to the principles of communicative language teaching, which emphasize student engagement and interaction. Although group discussions and presentations were part of the teaching methods, group leaders were responsible for most tasks, with other students remaining passive. Teachers did not ensure equal participation within groups or assign specific roles, which undermined collaboration and individual accountability. This led to a situation where only group leaders performed the majority of the tasks, negatively affecting the quality of education and student engagement. Group members were rarely involved in presentations, and marks were based solely on the group leader's performance. The lack of student involvement and supervision resulted in ineffective group work and limited opportunities for meaningful student interaction.

4.1.4.1. Kinds of Activities Used to Teach the Course

The kinds of activities used by teachers to teach the course were identified throughout the interview and classroom observation. According to the interviewed teachers; gapped lecture activities, group works, presentations, debating, storytelling, and picture narrations were given to the students as activities.

Although these teachers listed six kinds of activities, only two activities were used during the observation sessions. During the eight-day observation session, it was noticed that very few group activities were given to the students. The teacher begins the class with the lecture method. After some time, when the students became restive, the teacher gave them a group activity to read and discuss the material. So, it seems that this activity is given as a break because none of the groups were supervised by the teacher. While the students started the discussion, the teacher took a short break, and after a while, he continued the lecture from where he stopped. The students were not asked to report what they were discussing to the whole class.

Teachers' further explanation of this question also revealed that they did not use many activities to teach the course. They stated that time is a big constraint not to give a variety of activities to teach their students. Teachers added that other kinds of activities are not used because of a shortage of time. As a result, the majority of the course's time is spent by teaching the theoretical parts.

The most dominant teaching method used by the teacher was the lecture method. Almost the majority of the course contents were delivered by this method of teaching. In addition to this teaching method, a few other methods were used by the teacher.

Presentations were used both as a teaching method and an assessment method. Two presentations i.e. one individual and one group were observed. The individual presentation was on memorized speech. Every student has chosen his/her topic by lottery method. Sample topics were prepared and presented in the form of a draw by the teacher. The students picked one and they were given five minutes to present the task. But, none of the students spoke for about five minutes. Almost all of the students talked for a few seconds only or a minute and a few seconds. They haven't expressed what they wanted to say in the given time. They simply stood in front of the students, spoke a few fragmented sentences, and ran back to their seats. The group presentation, as it is stated so far was presented by the group leaders.

The other teaching method employed by the teacher was group discussions. Again, a few group discussions were given to the students during the observation time. However, it was observed that these group discussions were given when the teacher felt tired or when the students felt bored in the form of a gap lecture. After the teacher gave the group work, he sat down and started to read some papers. The students did the task for a few minutes and after that, they started to chat about other issues in Amharic. No guidance or supervision was given by the teacher while the students did the group work.

Besides, pair discussions were given to the students to brainstorm the topics in some of the observation days. Though this pair discussion was given, the students were not reporting what they had discussed to the whole class. The teacher asked them to report to the whole class but none of the students responded during these observation days.

Throughout the observation session, no activity was given to the students on fluency, vocabulary, and pronunciation. Of course, this practice is resulted because of the syllabus. As discussed on page 86, there were no topics on fluency, vocabulary, and pronunciation in the harmonized course syllabus. Many researchers disclosed that both teachers and students in developing nations have pronunciation and fluency problems. According to Demirezen (2010), due to a lack of resources, inappropriate role models, and other factors, non-native English teachers in developing nations

frequently have pronunciation and intonation issues in their speaking. This is one of the factors that could affect the quality of spoken language teaching. So, teachers should prepare some fluency, pronunciation, and vocabulary activities even though these topics are not included in the syllabus. As Hedge (2000, p. 93) pointed out, “teachers should be inspired to move beyond covering the curriculum” because activities on fluency, pronunciation, and vocabulary are very essential for the students. According to Richards & Renandya (2002), a significant portion of language learners enroll in lessons with the primary goal of becoming fluent in oral communication. Scarcella and Oxford (1994) and Wong (1987) both emphasized the importance of teaching pronunciation through a variety of activities in all foreign language classes because, no matter how well non-native speakers’ grammar and vocabulary are developed, if their pronunciation is below a certain standard, they cannot effectively and efficiently communicate.

Although scholars in the field recommended different modern activities to teach speaking skills, the teachers mainly used the traditional approach (teacher-based activities) for most of the observation sessions. The main focus of the principles of teaching speaking skills and communicative language teaching is preparing the students to use the target language in real-life conversations. Ur (1996) stated that classroom activities that promote learners’ ability to express themselves are an important component of a language course. In addition, Scholars like Shrouf, Parrott, Harmer, and Bryson listed that there are different kinds of techniques and activity types that the teacher should use to teach speaking. These activities include brainstorming (where students can come up with any ideas in a short amount of time); interviews (where students can conduct interviews on selected topics with various people); role plays (where students participate in an activity); simulations (where students bring items to the classroom to create a realistic environment); storytelling (where students summarize a tale or story they heard from somebody or created by themselves); and picture narrating (where students are given a single picture and asked to describe what it is in the picture) (Shrouf, 2012; Parrott, 1993; Harmer, 2001; Bryson, 2003). In addition, repetition of rhymes, look and say, oral composition, pronunciation drills, read-aloud, open-ended stories, narration, and description (festivals, celebrations, occasions) are important practices to improve speaking skills (Jyothisna & Rao 2009).

Generally, teachers reported using a variety of activities to teach the Advanced Speech course, including gapped lectures, group works, presentations, debates, storytelling, and picture narrations.

However, classroom observations revealed that only a few activities, such as group discussions and presentations, were actually used. Group discussions were given as a break during lectures, but the teacher did not supervise them, and students often became distracted or talked about non-relevant topics. Presentations, both individual and group, were limited, with group leaders doing most of the work while other members remained passive. Time constraints were cited by teachers as a significant factor limiting the use of a variety of activities. Consequently, the majority of class time was spent on theoretical content through lectures, and activities on fluency, vocabulary, and pronunciation were not incorporated despite their importance for language development. Despite the availability of modern activities recommended by scholars, such as brainstorming, interviews, role plays, and picture narration, teachers mainly adhered to traditional, teacher-centered methods. This approach limits opportunities for students to engage in real-life communication, which is essential for developing speaking skills. The lack of activities targeting pronunciation, fluency, and vocabulary further hindered the students' language development. Scholars emphasize that such activities are crucial for achieving fluency and effective communication in a foreign language.

4.1.4.2. Effectiveness of the Methods

Next, teachers were asked to state the effectiveness of their teaching methods. Again, the responses given by all of the teachers are the same. None of these teachers checked the effectiveness of their methods to improve the students' speaking skills. They gave two reasons for not doing this. According to them, the first reason was that their students did not show any kind of progress after taking this course. Students are learning this course only to score good grades, and nobody cares about the improvement of their speaking skills. The second reason is the large class size and shortage of time. There are around 45 students in each classroom. According to these teachers, the teacher needs at least five minutes for each student, but only 50 minutes are given to teach the course as one period for 45 students. Because of this, no one cares about the effectiveness of the teaching methods. Two of these teachers have put their issues in the following manner:

“We don't check the effectiveness of our methods. The students didn't show any kind of progress by taking this course. They simply study the course to get a good grade. Such things will demotivate us to teach them with all of our potential. We simply use those techniques to avoid making the class boring. So, the effectiveness of the techniques is questionable.” (Teacher 1)

“It is very difficult to say that my methods are effective. I believe that it would be effective if there was sufficient time. There are around 45 students in the classroom. At least I need five minutes to teach every student each session. But we have been given only 50 minutes to teach the course as one period. Teaching the advanced speech course for 45 students within that given time is too challenging.” (Teacher 6)

Needless to say, checking the effectiveness of teaching methods is part of teachers’ daily teaching. The teaching methods recommended in the syllabus might not be effective in the classroom. So, it is the teacher’s task to choose teaching methods that are appropriate to the students’ needs, age, and cultural background. In line with this, teachers should assess the effectiveness of their teaching methods daily. Instead, there is no other way to check whether the students have achieved the objectives of the course or not. Ur (1996) states that there are four criteria for successful speaking activities, namely: learners talk a lot, participation is even, motivation is high, and language is of an acceptable level. Based on these criteria, the teaching activities and methods employed by teachers do not let the students talk a lot, participation was not even, the students’ motivation was low, and the students’ language was not at an acceptable level. As a result, the teaching methods used by the teacher were not effective. To overcome this, teachers should use attractive and communicative activities (Harmer, 2001). Teachers should stop the traditional teacher-centered approach because, as Brown (2000) stated, routine activities in learning can be boring to students. As a result, their motivation and participation in learning will decrease.

Data from the classroom observation strengthened the above finding. The teacher used the lecture method to teach the theoretical parts of the course, and almost all of the students were passive listeners. After a week, the students were given a presentation, and the data collectors witnessed that the students’ presentation skills were poor.

Generally, teachers reported that they did not assess the effectiveness of their teaching methods in improving students' speaking skills. They provided two main reasons: first, students showed no progress after the course and were only interested in achieving good grades; second, the large class size (around 45 students per class) and limited class time (50 minutes per session) made it difficult to evaluate or improve the methods. Teachers expressed frustration, stating they used various techniques just to avoid making the class boring rather than to improve student outcomes.

Classroom observations confirmed these findings, showing that the lecture method dominated, with most students being passive listeners. When students did give presentations, their skills were found to be poor. Teachers acknowledged that, due to time constraints and class size, they were unable to effectively engage with students or assess their progress. The lack of interaction, low participation, and low motivation among students indicated that the teaching methods were ineffective. Scholars recommend more communicative and engaging activities, emphasizing the importance of moving away from teacher-centered approaches to foster better student participation and improvement in speaking skills. To strengthen the data, two sample lessons are presented as follows:

Sample Lesson 1

The day was December 29, 2020, and the lesson was given from 11:20 to 12:20 AM. The topic of the lesson was ‘Analysis of Audiences’, and mainly the Advanced Speech and Communication Module was used to teach the lesson. There were 41 students in the classroom, and the lesson took 42 minutes. The following is a transcription of one day’s lesson.

The teacher arrived at the class at 11:22 AM. The teacher began the class by revising the previous lesson. After that, he wrote the day’s lesson topics on the whiteboard. The main topic for this day was “Analysis of Audiences.” Analysis of diversity, analysis of knowledge, analysis of psychology, and occasion were the sub-topics.

Without introducing the day’s objectives, the teacher directly started the lesson by giving a group discussion task on the above topics. The students formed groups that consisted of four to six members. After giving the task, the teacher sat down and started reading the Advanced Speech course module. The group discussion began at 11:27 a.m. and finished at 11:29 a.m. Within these two minutes of discussion, most of the students were reading the Advanced Speech module. Only two groups were discussing with lower voices. Latecomers were interrupting the group discussions. The teacher didn’t check whether the students were doing the task properly or not. The teacher asked the students to reflect on the points of their discussions. Only one student reflected on the points of his group discussions.

Then the teacher started to give an elaboration on the topics using the lecture method. Again, latecomers were disturbing his teaching. Since there were no extra chairs in the room, the teacher

told them to bring chairs from another classroom. Soon, they brought chairs, and the teacher asked one of these latecomers why he was late. The student replied, “My house is without campus.” The teacher laughed, and the students laughed too. Then the teacher said, “Come again; I couldn’t understand. What do you mean when you say my house is without campus?” The student replied, “I am living in my house without campus.” The teacher laughed again, and without correcting this student’s error, he ordered him to sit down. Some of the students were laughing abruptly, even in the middle of the teacher’s lecture.

The teacher had eye contact only with the students who sat at the front. The teacher elaborated on the topics orally, and the students followed him through the material. The teacher finished this day’s topics early, and he added two more topics in the middle of the class.

Four latecomers arrived at 11:41 a.m., and the teacher allowed them to come in. The teacher uses Amharic to clarify some of the points. Sometimes the teacher read paragraphs directly from the handout, and the students followed him with their material.

The teacher covered seven pages of information from the handout within 50 minutes. From this, the four kinds of speech and their advantages and disadvantages were covered within six minutes. The teacher didn’t ask the students whether the lesson was clear for them.

Only a two-minute group discussion was used, while the whole delivery was covered by the lecture method. At the end, the teacher gave an assignment on memorized speeches to be submitted for the following week. The teacher told them that both the paper and their presentation would be taken out of 40%.

The class ended at 12:14 a.m.

Sample Lesson 2

January 12, 2021, was the day for the students to present their assignment, which was given two weeks ago. There were 43 students in the classroom. The presentation was conducted from 8:20 to 10:00 a.m. The assignment was a 5-minute presentation on memorized speech. The whole presentation took 53 minutes. The following is a summary of the students’ presentations.

The teacher started the class by reminding the students that the day was a presentation day. The students were panicking when they heard about the presentation. The teacher adjusted his seat next to the door, facing the students diagonally. Then he told the students that he was going to give only five minutes to each presenter. The order of the students' presentations was based on their names' alphabets. The students have written their presentations on paper as a written assignment too.

After the first presenter read everything on the paper, the teacher collected the assignment immediately before their presentation. While the students were presenting, the teacher was checking the consistency of their presentations with their written assignments. It seems that the teacher was giving marks for the presentation as well as for the written assignment at the same time, by the time of the presentation. While the students were presenting their works, the teacher was turning the pages of the assignments of the students. He, too, was observed while he was writing marks on the paper. Latecomers were arriving in the middle of the students' presentation, and the teacher never spoke a word.

The topic of the first presentation was 'Bahir Dar City'. As stated above, this student tried to read everything in the assignment. But the teacher refused to tell him not to do so. After that, every student was requested to give the assignment to the teacher before their presentations. After giving the paper, the student kept silent for a few minutes. The teacher was encouraging him to carry on. He spoke fragmented sentences, and he elapsed more seconds by saying uh in the middle of every word. The following is the transcription of his presentation.

Good morning. uh, my topic is uh Bahir Dar city. uh, Bahir Dar is uh a city. uh, it is the biggest country in Ethiopia. uh, there are many uh people live in Bahir Dar. uh, there are many fish inside uh Lake Tana. [A latecomer interrupted his presentation.] Bahir Dar has uh the Amhara regional state. uh, many places are uh beautiful. For example, Bahir Dar University, Abay River, Lake Tana, the churches in the water, uh are good.

This student had eye contact neither with the teacher nor with the students. After talking for one minute and a few minutes, he rushed back to his seat. No oral comment was given by the teacher on this student's presentation.

The second presenter was a female student, and her topic was 'Life at High School'. She was laughing many times, and she gave her back to the students. The teacher encouraged her to speak at least a sentence. No word came out of her mouth. After a few minutes, the teacher ordered her to go back to her seat.

The topic for the third presenter was 'Benishangul Gumuz Region'. This student has a unique accent, so the students showed interest in listening to his presentation. The researcher didn't understand the theme of this presentation because most of the words were not audible. After class, the researcher asked some of the presenter's friends to check whether the presentation was clear or not, and all of them confirmed that the words were not clear. The teacher's feelings in this presentation were not clearly seen.

The fourth presentation was made by one of the students included in the interview. He was a group leader, and he presented the 'Advantages and Disadvantages of Watching TV'. Compared to the previous presenters, this student's presentation was clear and well-organized. He had good eye contact with the students. There was a piece of paper for reference in his hand. The following is part of his presentation.

Good morning, my dear teacher. Good morning, my friends and the invited guest. Today, I will tell you about the advantages and disadvantages of watching television. As we know, television has many advantages. For example, it helped us to watch news. By that, we get information about the world. We can also watch weather prediction which is very useful for our farmers. It is also a means of entertainment. For example, we watch dramas like that of 'Sew Lesew' or 'Gemena' and all of us are happy by that. There is also DSTV to watch Premier League games...

The fifth presenter appeared with the topic 'What is learning?' He spoke with a very low pitch, so his sound was audible only to the front sitters. The teacher asked him to increase his voice, but he continued in the same way. Meanwhile, some students started to talk about another issue. The student's fear was noticeable. The teacher interrupted this student and asked the students to keep silent. After that, the presenter spoke for a few seconds and went back to his seat.

The sixth presenter stood up to talk about ‘HIV/AIDS’. He started to write the topic on the blackboard, but the teacher refused him to do so. In the meantime, another latecomer knocked at the door. The teacher said, “Come in!” loudly. When he came in, the teacher asked him, “Where have you been?” The student replied in Amharic, “ቅዳሜና እሁድ ቤተሰብ ልጠይቅ ሄጄ አሁን እየተመለስኩ ነው። መኪና ነው ያዘገየኝ ይቅርታ!” The teacher never commented while the student used Amharic. After this interruption, the presenter continued his speech. But the newcomer student started to chat with two of the students sitting next to him, and the teacher never saw them. After two minutes and a few seconds, the student finished his presentation.

The topic for the seventh presenter was ‘An Old Lion’. She was shy and had no eye contact with the students. Because of her fright, the words that came out of her mouth were vibrating. She was also shivering during the entire presentation. The teacher was encouraging her in Amharic by saying “አይደለም!” but nothing improved. She continued to speak fragmented sentences in a less audible voice, and abruptly, she rushed back to her seat. The students laughed at her, and the teacher smiled too.

The next presenter appeared with the topic ‘The Gumuz People’s Wedding Culture’. It seems that the students were interested in listening because they stopped side conversations after he introduced the topic. Though his accent was different from the accent of most of the students, the researcher listened to the majority of his presentation. Both the teacher and the students were expecting to listen to a unique culture, but the wedding ceremony presented by this student was not different from a modern wedding. The teacher also asked him in the middle to present the folk wedding culture, but the student continued to talk about the modern wedding culture.

At 10:06, the teacher asked the students whether they needed a break or not. Around half of the students said they needed rest, and others said, “ብዙሁ ብንጨርስ ይሻለናል” The teacher then decided to continue the class without a break.

The ninth presenter’s topic was ‘Crisis Management’. The student started his presentation in the following manner:

Good morning, all. My presentation is on crisis management. You know crisis management is uh managing a certain crisis or conflict. This subject is given in political science department. Uh by the way English department is not my choice.

My choice was uh political department because in there I will learn uh how to manage a crisis...

This student shifted his presentation to another concept, but the teacher never commented on that. He didn't even pronounce the word crime correctly. He was saying 'kirīmi'.

The next presenter appeared with the topic 'Water'. After speaking a few words, he continued in Amharic. The teacher ordered him to use English, but the student continued in Amharic. He finished his presentation in less than a minute.

All in all, the Advanced Speech course was given to teachers against their will. Teachers believed that courses like this were tiresome. Moreover, the students' size and seating arrangement were not appropriate for spoken courses. Teachers were not creating a conducive environment for the students to use the target language in real-life communication. The teachers' main role was to give lectures. They were not supervising and guiding the students. On the other hand, the students were silent listeners. They did not share roles whenever group work was given. They were using their mother tongue in discussions and presentations. In addition, the lecture method was the dominant teaching method. Unsupervised group discussions were given. One individual and one group presentation were given. Activities used to teach speaking skills were boring and pitched to the wrong level. There were no activities on fluency, pronunciation, or vocabulary. As a result, the methods and activities used by teachers were not effective in improving the students' speaking skills.

To summarize this section, at Debre Markos University, teachers randomly share courses through a lottery system, with common courses being preferred due to less preparation required, while advanced courses like Advanced Speech are avoided because they demand more effort and preparation. This system, coupled with large class sizes and a lack of teaching resources, negatively affects the quality of education. The classroom environment for the Advanced Speech course is inadequate, with poor facilities and overcrowded classrooms, which hinder effective teaching and learning. Despite teachers employing a variety of methods, such as lectures, group discussions, and presentations, classroom observations revealed a heavy reliance on the lecture method, limited student participation, and poor engagement. Teachers cited time constraints and large class sizes as key barriers to implementing more interactive activities. Group work was often

ineffective due to the lack of supervision, with group leaders doing most of the work. The absence of activities targeting pronunciation, fluency, and vocabulary further impeded students' language development. Teachers did not assess the effectiveness of their methods, and students showed minimal progress, indicating a lack of effective teaching practices. The teaching approach, primarily teacher-centered, limited opportunities for students to engage in real-life communication and develop speaking skills. Scholars advocate for more communicative methods to improve student participation and enhance language learning outcomes.

4.2. Assessment Methods Used by Teachers

This section outlines the assessment methods utilized by the selected teachers. It highlights the techniques they employ, their approach to evaluating the four micro-skills, the degree to which continuous assessment is implemented, and their practices in providing timely and constructive feedback.

4.2.1. Techniques used for Assessment

Teachers were asked how they evaluate their students. Their responses were almost similar. They said that their students had been evaluated both theoretically and practically. Theoretically, the students were given assignments or tests to check whether they understood the course module or not. Practically, the students were evaluated on how they could speak at an advanced level. Regarding this issue, one of the teachers said the following:

... Usually, I evaluate my students by giving them theoretical assignments or tests and practical presentations. First, they will be assessed from theoretical perspectives because I should check whether these students have grasped the theoretical parts properly or not. Next, they will be evaluated practically on how they perform in front of the classroom. (T3)

This teacher's response to the assessment methods is linear with the responses of other teachers and students. It is advisable to give theoretical and practical assessments. Hughes (2003) claims that speaking assessment tasks should allow students to demonstrate both comprehension and production. This is made possible by developing tasks that constitute a representative sample of the population of oral tasks, which should elicit behavior that accurately represents the candidates' proficiency in the foreign language.

Furthermore, teachers were asked to state the kinds of assessments that they used to evaluate their students. They responded that they used individual and group assignments, quizzes, tests, and finally a written final exam. But, practically, as cross-checked by the observation, only one written group assignment, one written individual assignment with a presentation, one group presentation, and a written final exam were given to the students. Teachers' main reason for not using other assessment techniques is a shortage of time. According to them, more practical assessments could be employed if the theoretical parts were minimized in the syllabus.

Two presentations (individual and group) were given to the students. Each of these presentations was evaluated out of 20 percent. The remaining 20 percent was given to an individual written assignment. Ten minutes were given to each student for the individual presentation. But all of the students did not use even half of the time. The maximum presentation time used by the students was 3 minutes and 47 seconds. On the other hand, on average, there were four students in each group. These groups were given an assignment on memorized speech a week before their presentation and they were told that the assignment would be presented by one of the group members. The presenter would be selected randomly so they were told to prepare themselves for the presentation. But on the presentation day, only group leaders presented the group work. Other group members followed the presentations and, in the end, they were asked very few questions by their teacher to check whether they had participated in the group work or not.

The data revealed that individual and group presentations, written assignments, and a written final exam were used to assess the students. In this case, a variety of assessment methods that are capable of measuring the students' fluency, accuracy, pronunciation, grammar, vocabulary, etc. were not employed. According to Hatipoğlu (2017), techniques for assessing speaking skills must include imitation tasks, reading aloud, direct response tasks, dialogue completion tasks, interpreting games, limited picture-cued tasks, question and answer, giving instructions and directions, paraphrasing, oral presentations, retelling a story, and news event. In this regard, the assessment methods employed were not linear with the principles of teaching and assessing speaking skills.

Moreover, the data from the document analysis revealed that all the written assessments given to the students were not helpful to enhance and/or measure the students' speaking skills. This is an Advanced Speech course and the nature of the assessment should be more practical. But,

theoretically, only forty percent of the course was practical. The remaining sixty percent of the assessment was left to a written assignment and a written final exam on the theoretical parts of the syllabus. The following are the questions that were given as an individual written assignment:

- Give a brief description of the basic elements of communication. Where possible, provide practical examples. (5 pts).
- What factors should a sender of a message consider when he/she selects a communication channel? List six factors in the following spaces. (3 pts)
- What are the major causes of stage fright/nervousness people encounter in public speech delivery? List four causes. (2 pts)
- What measures can a public speaker take to get rid of nervousness at the various stages of the speech? Mention ten such measures. (3pts)
- List and briefly explain the different things that a person who plans to acquire speaking skills should master. (3pts)
- Mention four methods of speech delivery and explain in what situations each method can be used most appropriately (4 pts).

It can be noted that all written assignments and tests are prepared in the above manner. With this practice, the students will only learn how to write if the assessment is dominated by written exams (Ahmad, 2011; Akiyama, 2003; Ali et al., 2012). As it has been said so far, giving more writing tests in the Advanced Speech course is a paradox to teaching and assessing speaking skills because such kind of assessment does not measure the students' speaking proficiency. The most important component of language testing, according to Heaton (1988), is speaking proficiency testing. The use of oral assessment encourages students to hone and enhance their speaking abilities (Huxham et al., 2010; Lee, 2007). A good speaking test should include a variety of assignments, which is quite significant. The exam items should be chosen in line with the learning objectives. Additionally, it ought to communicate as much as possible. When teachers assess speaking, they should measure the students' talk by the tasks that they give. To do so, they should give clear instructions on the content and general format of the talk to be assessed and they should also provide the context for it (Luoma, 2004).

On the other hand, the burden of the whole group work was loaded on the shoulders of group leaders. Two of the group leaders who were interviewed said the following:

... Personally, I don't like group work. When we are given group work, the whole burden is on me. Other group members never helped me. They only helped me collect money for printing and binding. Otherwise, none of my group members contributed any ideas for the assignment. (Student 1)

... Being a good student is really a burden. When I do the group assignment, others do their own business. It is done by me and I also present it at the end. So, this thing must be improved. (Student 3)

These students' responses were cross-checked in the observation. During the observation, some of the students were permanent group leaders whenever group tasks were given. At the same time, they were secretaries to write down notes from their groups' discussions. They were also reporters and finally presenters. Other group members get marks on the performance of these students. Ivan (2010) quoted Arădăvoaice (2008) in saying that one aspect of a group's performance and quality is how well its members connect with one another. A group can produce synergy, which shows that the interactions between the participants are essential to the whole and that the whole is more than the sum of its parts.

On the other hand, teachers were interviewed on how they give marks for group work and a teacher who was giving the course said the following:

... Giving marks for group work is one of the challenging aspects of the teaching-learning process. Usually, I gave equal marks to all group members. To do that, I checked whether all group members had done the group work or not. During the presentation time, I asked every group member a few questions to check whether they had participated or not. I think that is the right way of assessing them. (T3)

Teachers gave the same mark to all group members. Whenever group work is given, looking at individual differences among the group members is vital. Otherwise, evaluating the group members only by the group leaders' performance will minimize the quality of education. Every student should be evaluated based on the objectives of the course and the standards set by the institution. Moreover, teachers were expected to record and follow every student's performance from the first assessment to the final exam. A meticulously maintained teacher's record of the daily oral performance of his or her students will make a great cumulative oral test. But, as Underhill

(1987) stated, there was no ongoing record of the learners' daily oral presentations; thus, the teachers were unable to monitor the development of each of their students.

4.2.2. Assessing the Students' Accuracy, Fluency, Vocabulary, Grammar, and Pronunciation

Teachers were asked to confirm whether the assessment methods they employed focused on accuracy, fluency, vocabulary, grammar, and pronunciation. Almost all of them responded that their assessment methods highly depend on accuracy and grammar. Teachers in the interview disclosed that assessing accuracy and grammar is very easy and is not tiresome. Moreover, assessing the students' accuracy and grammar does not need exceptional skills. When they assessed their students, they focused on how each student performed the speaking activity accurately. Regarding this issue, one of the teachers said the following:

When I assess my students' speaking performance, I focus on their accuracy and grammar level. Do they do the intended tasks accurately according to the instructions? To what extent is their grammar correct? Do they make major errors? These are some of my focus areas to assess my students (Teacher 5).

Teachers were asked further questions on why their assessment methods do not focus on fluency, vocabulary, and pronunciation. They replied that since these sub-skills are not taught to the students, it could be worthless to include them in the assessment. There are no topics on fluency, vocabulary, and pronunciation in the syllabus; hence, it becomes difficult to teach and assess these sub-skills. The following is the response of one of the interviewed teachers on this issue:

How can I evaluate my students' fluency, vocabulary, or pronunciation without teaching and training them? If it is not in the syllabus, then I am not forced to evaluate their pronunciation or fluency (Teacher 6).

These teachers have another reason for not assessing pronunciation, fluency, and vocabulary. According to them, measuring fluency and pronunciation needs special knowledge and skill. They highlighted that some expertise and software are needed to do so. The software is related to a language laboratory. There is a language laboratory at the university but it was not functional. These teachers' complaints are similar to what scholars like Knight (1992) believe. According to him, assessing speaking skills can cause problems in a classroom situation, for instance, because

assessing oral skills requires time and equipment, the problem of finding productive and relevant tasks, and the problem of assessing students consistently.

Moreover, teachers were not confident with their fluency and pronunciation and this led them to skip these sub-skills when they assessed their students' speaking. The response of the following teacher will strengthen this data.

Who am I to measure the students' fluency and pronunciation? As a teacher, I don't have the expected fluency level and the right pronunciation. As you know, our English is highly affected by our mother tongue. So, I don't attempt to measure my students' fluency and pronunciation because I, myself, am not free from such problems (Teacher 2).

As Demirezen (2010) studied, due to a lack of resources, inappropriate role models, and other factors, non-native English teachers in developing nations frequently have pronunciation and intonation issues in their speaking. This is one of the factors that could affect the quality of spoken language teaching. If teachers feel that their fluency and pronunciation are poor, they will not have the confidence to assess their students' speaking.

A similar kind of data was gathered through classroom observation. During their presentation session, the students were producing jumbled sentences that lacked coherence and unity. In addition, they were uttering some words and sentences in Amharic. With such practice, it was very difficult to measure the students' accuracy and grammar. The data from the document analysis also strengthens this finding. Some exam and assignment questions were evaluated by the researcher and two other evaluators. The data revealed that most of the questions were designed to measure the students' accuracy, and other sub-skills of speaking were forgotten. Especially the written assignment and the written final exam focused on the theoretical concepts of the course.

The findings suggest that the teachers do not measure the students' pronunciation, fluency, and vocabulary. Even accuracy and grammar were not assessed properly by the teachers. Some of the basic components of speech, according to Bachman & Palmer (1996), include pronunciation, intonation, fluency, and appropriate tone. Furthermore, Scarcella & Oxford (1994) emphasized the importance of teaching and assessing pronunciation through a variety of activities in all foreign language classes because, despite non-native speakers' excellent grammar and vocabulary, they

are unable to communicate effectively and efficiently if their pronunciation is below a certain threshold level (Wong, 1987). In addition, Morley (1991) places a strong emphasis on meaningful communication, contending that clear pronunciation is a crucial element of communication proficiency. Teachers should expect their students to achieve well in their courses and include pronunciation in them.

4.2.3. Feedback Provision

Feedback is an essential part of the teaching-learning process. The number of errors committed by the students on the Advanced Speech course was many and constructive and timely feedback should be given to the students to improve their speaking skills. According to the data collected through the interview and the classroom observation, it was very difficult to find a student who could construct a sentence that was correct in grammar and pronunciation. Grammar and pronunciation errors were made very frequently. The use of their mother tongue and fear of speaking in front of the students were other persistent problems for the students. Regarding this issue, one of the teachers said the following when he was interviewed:

Especially in spoken English classes, students made dozens of errors every day. I can say that it is difficult to find a student who can speak a sentence correctly. So, the number of errors is high. Some of the students make pronunciation errors, and others make grammar errors. Some of them use inappropriate words which are neither English nor Amharic (Teacher 1).

If the students make such kinds of errors, feedback should be given at different stages; if not, it will affect the students' performance. According to Sadler (1989), feedback is information given to a learner in educational settings to help close the performance gap between present performance and a desired objective.

Teachers were asked how they give feedback to their students. Accordingly, most of the teachers stressed the delivery of timely and constructive feedback to the students. Although teachers have a positive understanding of the value of feedback, most of them do not give feedback to their students for the following reasons. First, according to them, a shortage of time was a big constraint to give timely and constructive feedback to every student. The bulk of the course time was used to teach theoretical concepts and the students made plenty of errors. Therefore, giving feedback to

each student on every practical session was challenging. Regarding this difficulty, one of the teachers had the following to say:

If I tried to give feedback to every student whenever they make presentations, I may not cover even half of the course. In addition, it is difficult to improve the students' speaking problems through comments. These problems are persistent and have been developed in many years and you can't fix them with a single comment. Moreover, most of our students don't like feedback (Teacher 3).

As it was cross-checked by the observation, no comments were given to the students during the students' presentation days. They made pronunciation and grammar errors. Many students spoke Amharic words and sentences in the middle of their presentations. However, the teacher did not give oral or written comments either at the middle or end of their presentation.

The other factor raised by the teachers was the students' attitude toward the feedback. According to these teachers, their students do not like feedback. Interviewed teachers stated that most of their students do not care for their learning. They simply need grades at the end of the course. Because of this, most teachers do not give feedback.

According to the data from the interview and classroom observation, most teachers abstained from giving feedback on presentations for the above reasons. A few of them give comments to the whole class at the end of the presentations. One of these teachers, as witnessed in the classroom observation, listed down the errors that the presenters had made on a paper and he reflected it to the whole class before he left the class. The following quote from an interviewed teacher may strengthen this data:

It is very challenging to give feedback to every student. If I tried to do so, I would encounter a shortage of time. Instead of leaving some of the portions of the course uncovered, I preferred not to give any kind of comment to each student. But, if it is group work, I can give group comments at the end of their presentations (Teacher 1).

With such practice, the feedback was not addressed to the right person because the students were not aware of which kind of errors they committed. Other teachers give comments only on group

presentations. Since group presentations were presented by the group leaders only, very general comments were forwarded to each group. Effective feedback, in the words of Race (2010) and Race & Pickford (2007), is dynamic, behavior-specific, timely, interactive, constructive (must increase future learning), and it must be attended to. In the eyes of such scholars, these teachers' feedback was not effective.

Some teachers were giving feedback only on written tests and assignments. According to these teachers, giving comments on individual presentations was impossible because of a shortage of time and they preferred to write comments on tests and assignments. When the students made some language errors, they underlined or circled the word or phrase that they believed had an error. In addition, if some sentences are not clear, they put question marks next to them. Circling, underlining, and putting question marks for these teachers is written feedback. If comments are not clear, the students will not learn from their mistakes. Clear feedback helps learners feel more confident about their current performance level and desired objective (Bangert-Drowns & Kulic, 1991).

Two of the interviewed teachers believed that only positive comments (encouraging comments given to the students when they do something good) should be given in the classroom because other students will be initiated by their progress. Corrective feedback (comments given to the students to amend their errors), according to these teachers, should not be given inside the classroom because the students who committed those errors will be irritated. Therefore, these teachers preferred to give such feedback outside the classroom. The student who made the error would be called and told his errors privately. One of these teachers described his experience in the following manner:

Giving encouraging feedback in the classroom may motivate the students while giving comments of improvement will discourage the students and they will hate the teacher because they are humiliated in front of their classmates. So if the students do good things, I encourage them by using words like 'very good' or 'excellent'. But if they make errors, I never tell them in the classroom (Teacher 4).

There are different ways of providing feedback. Teachers could let the student find out his/her fault for self-correction. However, according to the data, none of the teachers did so. They could

also create an atmosphere for peer evaluation/correction. Both in the interview and the classroom observation, the idea of peer correction was not raised by the teachers. The only kind of feedback applied by the teachers was teacher correction. Studies show that feedback given by teachers is less effective compared to self-correction and peer feedback. Feedback should offer suggestions for future development and be utilized to create revised goal targets that are at or just beyond learners' present capacities (Hattie, 2011; Locke & Latham, 1990).

The overall goal of giving the Advanced Speech course at a tertiary level of education, as indicated in the course syllabus, is to enhance the students' speaking skills at an advanced level by developing techniques of advanced speech delivery, increasing confidence in delivering a speech and demonstrating the elements of advanced speech in instruction. Therefore, the assessment methods employed should be consistent with these learning goals. In addition, the assessment of spoken English should focus on whether the students use English accurately and effectively in communication, but not on dozens of written tests and assignments.

Generally, a variety of assessment methods were not employed by the teachers. Most of the assessments were written assignments and the final exam was totally a written one. Only two (individual and group) presentations were given as practical exams. The group presentations were presented by the group leaders. Therefore, the practical assessment given to the group leaders is 40% whereas for the majority of the students, it is only 20% since the group presentation was presented by the group leaders only. Second, accuracy and grammar were given priority over the other sub-skills. The assessment methods do not include fluency, pronunciation, and vocabulary skills. Even accuracy was not taken into consideration to evaluate the students' presentation. Since most of the assessment was written; teachers were focusing on the grammar accuracy of the students' tests and assignments. Lastly, effective feedback was not given to the students. Teachers' practice of giving timely and focused feedback is minimal. As a result, timely and clear feedback was not given. In addition, students were not given a chance to correct their errors, and peer feedback was not practiced, either.

4.3. Evaluation of the Materials Used to Teach the Course

“Materials should be relevant and useful in their field or study.”

(Tomlinson, 1998)

In the majority of language programs, teaching materials are an essential part. Instructional resources are typically the foundation for a large portion of the language input that students receive and the language practice that takes place in the classroom, regardless of whether the teacher employs a textbook, materials prepared by the institution, or his or her own materials (Richards 2009).

Teachers utilized various materials to teach the Advanced Speech course. The primary resource that directed the entire teaching and learning process was the Advanced Speech course syllabus. Additionally, the Advanced Speech course module and other supplementary books were also employed. This section provides data on these materials.

4.3.1. The Advanced Speech Course Syllabus

With the increasing popularity of communicative language teaching, speaking has become a prominent component of language curricula in many countries (Folse, 2006; Jones, 2005; Kirkgoz, 2007). In Ethiopia, students who are entering the field of English language and literature are expected to take three successive spoken courses. Spoken English I (EnLa 1022) and Spoken English II (EnLa 1023) are given in the first semester of the first year. These two courses are given in a block⁴ mode of delivery. Each of them is taught within 40 days. The last spoken English course, which is Advanced Speech (EnLa 1024), is given in the first semester of the second year. It is taught within 80 days in a whole-semester mode of delivery.

According to the Advanced Speech course syllabus, this course intends to introduce students to important details under the theme of advanced speech. It deals with the definition of advanced speech, the purposes of advanced speech, audience analysis, gathering supportive materials for advanced speech, preparing the content of advanced speech, and practicing its delivery. It presents

⁴ Block courses are given for half of a semester (eight weeks) while a semester-based course is given for the whole semester.

elements of speech communication, some speech barriers, and ways of managing them (MoE, 2013).

The course syllabus has four units. Introduction to public speaking, acquiring effective speaking skills, managing stage fright and nervousness, and planning and practicing effective speech delivery techniques are the units of the course. 135 hours are allocated to the course. From this amount of time, 48 hours are allotted to lectures, 8 hours to tutorial sessions, 40 hours to laboratory practice, and the remaining 39 hours to home-study (MoE, 2013).

The data on the course syllabus was collected through document analysis and interviews with teachers and students. The following is the result of the assessment of the syllabus of the course.

4.3.1.1. Objectives of the Syllabus

Teaching materials should have a clear set of learning goals and objectives. Generally speaking, it refers to the competence that students require to achieve (Widodo, 2010).

The Advanced Speech course syllabus has five objectives. These objectives are presented as follows. Upon the successful completion of this course, trainees will be able to: develop the techniques of advanced speech delivery; acquire increased confidence in delivering a speech; understand the procedures for advanced speech delivery; identify the purposes of advanced speech; and demonstrate the elements of advanced speech in instructions (MoE, 2013).

Among these objectives, two are not written measurably. The second objective says, “Upon the successful completion of this course, trainees will be able to acquire increased confidence in delivering a speech.” Similarly, the third objective says, “Upon the successful completion of this course, trainees will be able to understand the procedures for advanced speech delivery.” There is no means for teachers to measure whether these objectives are achieved by their students or not. This fact contradicts the views of scholars. According to Gilbert (2004), the aims and objectives of a document should be written clearly, and the outcomes of a program should be stated in measurable terms. Similarly, Brown (1989) underlined that a program’s foci should be clear-cut, defined goals, and measurable behavioral outcomes.

Among these objectives, only two of them enable the students to practice the skill. Three of them enable the students to grasp the theoretical concepts. This data is linear with the data gained

through the teachers' interviews. Teachers responded that the majority of the teaching time is used to teach theoretical concepts and, in the end, there is no time for the practical session. This practice is against the principle of teaching spoken language. According to McGrath (2002) and Cook and Seidlhofer (1995), language materials should be vehicles in which principles are turned into practice. Brown & Yule (1983) also added that the purpose of teaching speaking should be to enable students to express their ideas, opinions, and feelings in the target language fluently, properly, and comprehensively.

On the other hand, most of the objectives are related to the learners' needs. According to the interview conducted with the students, delivering a public speech and developing their confidence to speak in front of people are issues that were raised as the benefits of the course. Most of the respondents agreed that the objectives and topics of the course are linear with their needs. Although the syllabus says nothing about whether the material is developed after conducting a needs analysis or not, the data from the students' interviews confirmed that the objectives are linear to the needs of the students. When there is a match between the objectives of a course and the needs of students, it will make the teaching-learning process effective. In a learning-centered approach, as Cameron (2001) and Paul (2003) suggested, the learning process needs to take account of the learners' needs and desires. Instead of being dictated by the demands of the textbook's next page or the teacher's interests, effective lessons and activities are centered on the learning needs of the students (Rao, 2018).

Moreover, learning objectives in the materials should allow students to explore their specialized needs and interests. In this case, the materials given to the learners must be specialized needs and interests. It means that the students learn the materials because they need it. For example, students learn "how to advertise a product successfully" because they need to advertise the product where they work or they need to advertise their own product. This need makes the learning more interesting (Widodo, 2010).

Though the objectives are related to the learners' needs, the four micro-skills of speaking (accuracy, fluency, pronunciation, and vocabulary) are not presented proportionally in the syllabus. All of the objectives aimed to achieve or measure accuracy. The most important micro-skills like fluency, pronunciation, and vocabulary are forgotten in the course objectives. Although researchers like Richards (2008) assert that a large number of language learners enroll in lessons

with the primary hope of becoming fluent in oral communication, the current curriculum places the utmost emphasis on correctness. This will affect the delivery as well as the students' fluency level because, according to Yang (2010), the ability to maintain a natural conversation in a real working or daily life setting should be the fundamental purpose of oral English teaching.

Generally, the Advanced Speech course syllabus outlines five objectives: developing speech delivery techniques, increasing confidence, understanding speech procedures, identifying purposes, and demonstrating speech elements. However, two objectives- confidence and understanding procedures are not measurable, contradicting scholars' recommendations that learning outcomes should be clearly defined and assessable. The syllabus leans heavily on theoretical instruction, leaving minimal time for practical speaking activities. This contradicts best practices in spoken language teaching, which emphasize enabling students to express ideas fluently. Despite this, the objectives align with students' needs, as they seek to build confidence and public speaking skills. A needs-based approach enhances learning effectiveness. However, the syllabus overemphasizes accuracy while neglecting key micro-skills like fluency, pronunciation, and vocabulary, which are crucial for real-life communication. This imbalance may hinder students' ability to engage in natural conversation.

4.3.1.2. Contents and Activities of the Syllabus

The contents of the course syllabus are presented in simple and clear language. Though there are no detailed explanations, the contents are written briefly and they are easy to understand for stakeholders. Data was gathered through interviews as well. Almost all of the interviewed students and teachers agreed that the contents of the syllabus are written in simple and clear language. Teaching materials should be written using simple language so that people with intellectual disabilities can understand them. It is important to use simple words and sentences so that it will be easy to read the text (Inclusion Europe, 2019).

On the contrary, there are no topics or activities on fluency or pronunciation. This is an Advanced Speech course and the last speaking course for undergraduate degree students. The course has four broad units, and none of the units has a topic or activity on fluency or pronunciation. For instance, fluency and pronunciation activities and topics were more convenient for the second and last units, which are meant to help acquire effective speaking skills and plan and practice effective speech delivery techniques. The absence of fluency and pronunciation activities in the syllabus has forced

teachers and students to focus on accuracy only. This data contradicts with the view of Widodo (2010) who asserted that learning materials should integrate all the language skills. In addition, according to Richards & Renandya (2002), a significant portion of language learners enroll in lessons with the primary goal of becoming fluent in oral communication. Scarcella and Oxford (1994) and Wong (1987) both emphasized the importance of teaching pronunciation through a variety of activities in all foreign language classes because, no matter how well non-native speakers' grammar and vocabulary are developed, if their pronunciation is below a certain standard, they cannot effectively and efficiently communicate.

The syllabus fails to indicate the efficient use of teaching aids and audio-visual materials. As stated in the syllabus, the course needs 48 lecture hours to be covered. From this amount of time, only 8 hours are allocated to teaching the course with audio-visual materials. In principle, the course is more practical, aiming to enable students to practice the target language sufficiently. Nevertheless, since the course is dominated by the so-called lecture method, there was no efficient use of audio-visual materials. Oxford (1990) asserts that the utilization of audio-visual resources can foster harmony between the students and the educational methods and resources.

Throughout the syllabus, no teaching aids are indicated to be used for the teaching of a specific topic. There are many ways to motivate learners to speak in class. Using visual aids is one of the best solutions to this problem. Proper use of audio-visual aids can assist speaking teachers a lot (Abdullah, 2014).

Conversely, the syllabus fails to promote the implementation of a student-centered approach. The lecture method is the preferred teaching method on the syllabus. The students' role in learning the course is to follow the teacher's explanation, and there are very few group discussions and presentations in the syllabus. Employing the lecture method, especially in spoken classes, is against the principles of language teaching. For instance, Reiser and Dick (1996) argue that in learning, various teaching strategies that can help students speak well should be applied because, in the student-centered approach, according to Felder and Brent (2017), students work on problems, respond to inquiries, pose their inquiries, discuss, clarify, debate, or brainstorm during class. The opposite is true in teacher-centered instruction, where students aren't allowed to speak up, ask questions, or take charge of their education (Gauthier and Dembélé, 2004).

Likewise, the syllabus does not employ a variety of topics and activities. All of the topics that are included in the syllabus focus on public speaking and stage fright management. There are no topics outside of these issues, and it is hard to say there are a variety of topics in the syllabus. According to Hall (1995), spoken materials should stimulate interaction, and this can be achieved by providing activities that involve the students in different situations and real-time conversations. The materials should encourage learners to develop their learning skills, strategies, and activities, such as recording their conversations.

In addition to vocabulary and fluency, topics and activities on idiomatic expressions and interjections should have been included in the syllabus. Contractions, idiomatic expressions and interjections are vital parts of communication. Teaching idiomatic and routine expressions, as suggested by Hinkel (2017), is profitable for learners at any level of proficiency. Any language skill should include these expressions in the teaching materials whenever and wherever possible. Idiomatic expressions are much more significant and common in language education than simple cultural quirks.

Generally, the Advanced Speech course syllabus is written in simple and clear language, making it easy to understand. However, it lacks content on fluency and pronunciation, which are crucial for an advanced speaking course. This omission forces teachers and students to focus solely on accuracy, contradicting the principle that language learning should integrate all skills. Additionally, the syllabus does not effectively incorporate teaching aids or audio-visual materials, with only 8 out of 48 lecture hours allocated for their use. This limits opportunities for practical speaking exercises despite research emphasizing the role of such materials in language learning. The syllabus also promotes a teacher-centered approach, relying heavily on lectures rather than student interaction. This contradicts best practices in spoken language instruction, which encourage discussion, problem-solving, and student engagement. Furthermore, the syllabus lacks variety in topics and activities, focusing only on public speaking and stage-fright management without incorporating real-life communication scenarios. It also fails to include idiomatic expressions and interjections essential for natural speech. Overall, while the syllabus is accessible and clear, it neglects fluency, pronunciation, student engagement, and diverse speaking activities, making it less effective in developing well-rounded oral communication skills.

4.3.1.3. Teaching Methods used in the Syllabus

A variety of the latest methods of teaching are not included in the syllabus. Currently, there are plenty of methods used to teach speaking skills. Contrary to the principles of teaching spoken language, the syllabus is confined to the lecture method, group discussions, and individual and group presentations. According to Gathumbi and Masembe (2005) and Oketch (2005), the problem of poor oral skills could be resolved by using learner-centered classroom activities such as group discussions, speeches, storytelling, theater, debates, poem recitation, songs, and tongue-twisters. Similarly, it is hard to say that the methods used are student-centered, allowing students to talk more than their teachers. Although scholars like Ur (1996) highlighted some characteristics of successful speaking (e.g., learners should talk a lot, participation should be even, motivation should be high, and language should be at an acceptable level), the dominant teaching method in the syllabus is the lecture method. Teachers were also interviewed about their teaching methods, and all of them preferred the lecture method for various reasons. The absence of teaching aids, the absence of language laboratories, and the shortage of time to cover the course are prominent reasons. By providing students with numerous opportunities to practice the target language, teachers are expected to provide communicative and interactive activities for the speaking class (Achmad and Yusuf, 2014).

The methods, on the other hand, do not introduce the main principles of communicative language teaching (CLT). Since only very few methods enable the students to be engaged in different activities and exercises, it is hard to say that the methods used in the syllabus fully introduce the main principles of CLT. These days, most language curricula, including the harmonized English curricula, are designed in line with the basic principles of communicative language teaching. The CLT approach provides opportunities for communication in the target language for learners. It encourages teacher-student and student-student interaction. It helps to encourage a cooperative relationship among students. The teacher should give work in groups or in pairs, which allows them to share the information among themselves. Additionally, it fosters communication between them. According to Richards & Rodgers (2001), students are expected to communicate with others through writing, pair and group projects, and in-person interactions. In CLT, the goal of foreign language teaching is to develop the communicative abilities of the learners (Littlewood, 2007). But, as stated above, the syllabus is dominated by teacher-centered methodology, and CLT is introduced to a lesser extent.

Similarly, the methods do not help teachers cater to mixed-ability students and classes of different sizes to the extent possible. The students' abilities in every classroom are not the same. There are high-, medium-, and low-achieving students in every section. Their understanding, speed, and level are not the same. Therefore, the methods used by the teacher should create a balance between these students. In this case, the syllabus mainly focuses on high-achieving students. According to the data from the interview, group presentations were given, and they were presented by the group leaders only. The other group members sit and follow the presentations, and very few questions are asked by the teacher to check whether they participated in the group work or not. In this case, among the five or six group members, only one is evaluated, and others are ignored. In a mixed-ability class, each student should get a suitable challenge to enable them to advance on their terms. To meet the various needs of the students, it is typically required for the teacher to assess the materials and adjust them (Garus, 2014).

Moreover, the syllabus fails to indicate effective teaching methods to use the language in real-life communications. Learning tasks in the materials should enable students to develop their language skills for authentic communication and content competence (Widodo, 2010).

Generally, the Advanced Speech course syllabus lacks a variety of modern teaching methods and is largely confined to lectures, group discussions, and presentations. It does not incorporate learner-centered activities like storytelling, debates, or theater, which are essential for developing oral skills. Teachers predominantly use the lecture method, citing a lack of teaching aids, language labs, and limited time as key challenges. The syllabus also fails to fully implement Communicative Language Teaching (CLT), emphasizing student interaction, pair/group work, and real-life communication. Instead, it remains teacher-centered, limiting opportunities for active student participation. Additionally, the methods do not effectively address mixed-ability classrooms. Group presentations often involve only the group leader, leaving other members unengaged. This approach favors high-achieving students while neglecting those who need more support. Furthermore, the syllabus lacks practical tasks for real-life communication. Effective materials should help students develop authentic communication skills, but the current syllabus does not adequately prepare learners for real-world language use.

4.3.1.4. Assessment Techniques used in the Syllabus

Continuous assessment is not allocated equally to the micro-skills. In the syllabus, continuous assessment comprises 60% of the assessment. 40% of it is allocated for speech presentation (manuscript, memorized, impromptu, and extemporaneous). The remaining 20% is given to written assignments on producing a speech and analyzing or evaluating excerpts. The continuous assessment basically measures the theoretical aspect (accuracy). Other micro-skills, like fluency, are not included in the continuous assessment as they are forgotten in the contents. Therefore, the continuous assessment does not create a balance between the micro-skills of speaking.

The main objective of a material, according to Richards & Rodgers (2001), is to make classroom activities as meaningful as possible by providing extra-linguistic contexts that aid the learner in understanding and subsequently acquiring the skill by connecting classroom activities to the real world and by encouraging genuine communication among students. Assessing students' progress in speaking contributes to the promotion of better, more successful international communication, among other things. Assessment tasks are essential since they guide the test taker's talk (Hatipoğlu, 2017). Pakula (2019) makes it very evident that teachers might not want to invest valuable class time in oral examinations if oral output is not incorporated into lessons, preferring instead to teach to the test and give priority to grammar, written, or reading abilities. All of this happens because of the learning goals in the syllabus or material since the teaching methods and materials emphasize written language and grammatical correctness as learning goals.

The assessment methods do not fully measure the students' speaking performance. As a spoken English course, the students are supposed to do many practical exercises, and they are supposed to be assessed accordingly. But, since the course is full of theoretical aspects, the students learn it like any other course. The soul of a spoken English course, i.e., frequent practice, is not given due emphasis. The presentation of many theoretical concepts has also shaped the nature of the assessment. As a spoken English course, students are supposed to be evaluated through practical activities. However, 60% of the assessment is covered by written assignments and a written final exam. In a mixed-ability class, each student should get a suitable challenge to enable them to advance on their terms. To meet the various needs of the students, it is typically required for the teacher to assess the materials and adjust them (Kitao & Kitao, 1996). Indeed, assessing speaking skills becomes a challenging job that requires the administration of many practical spoken tests,

even if each student speaks for only a few minutes (Hatipoğlu, 2017). If the statement “not tested, not learned” is acceptable, then the statement “wrongly tested, wrongly learned” might be worthwhile because success in speaking is measured through someone’s ability to carry out a conversation in the language (Nunan, 1991).

Based on the findings of the assessment of the objectives part, it can be understood that objectives are not written measurably. Moreover, they do not enable the students to practice the skill because most of them focus on the theoretical parts of the course. All of the objectives are directed toward accuracy, and fluency is forgotten. On the other hand, the contents and activities of the syllabus do not promote the student-centered approach, and they do not employ a variety of topics and activities, including fluency and pronunciation. The methods do not introduce the principles of CLT because a variety of interactive teaching methods are not included. Finally, continuous assessment is not equally applied to the micro-skills and does not fully measure the students’ speaking performance.

The syllabus does not indicate authentic and real-life tasks to assess the students. Learning tasks in the materials should be as authentic as possible. In addition, Widodo (2010) states that learning tasks should reflect real-life functions that people do in daily interpersonal interactions.

Generally, the continuous assessment in the syllabus is not balanced across the micro-skills of speaking. While 60% of the assessment is based on continuous evaluation, 40% is allocated to speech presentations, and 20% is assigned to written tasks. However, the assessment mainly focuses on theoretical aspects (accuracy) rather than fluency and real-world communication skills. The syllabus prioritizes written tasks over practical speaking activities, making it similar to other theoretical courses. As a result, students do not get sufficient opportunities to practice spoken English, which contradicts the core purpose of a speaking course. Moreover, the final exam and written assignments make up a significant portion of the assessment, limiting students' ability to improve their real-life communication skills. The syllabus also fails to incorporate interactive, student-centered methods, such as Communicative Language Teaching (CLT), which emphasizes meaningful classroom communication. Additionally, it lacks authentic tasks that reflect real-life speaking situations. Overall, the objectives are not measurable, and the syllabus does not effectively develop students' fluency, pronunciation, or interactive speaking skills. The assessment

methods do not fully measure students' spoken performance, as they focus heavily on written accuracy rather than practical speech development.

All in all, the Advanced Speech course syllabus has several limitations that affect its effectiveness in developing students' oral communication skills. While it outlines five key objectives, two—confidence and understanding speech procedures—are not measurable, contradicting the need for clearly defined learning outcomes. The syllabus leans heavily on theoretical instruction, leaving little room for practical speaking activities, which hinders fluency development. Despite aligning with students' needs for confidence and public speaking, it overemphasizes accuracy while neglecting essential micro-skills like fluency, pronunciation, and vocabulary, making real-life communication challenging. Additionally, although the syllabus is clear and accessible, it lacks fluency-focused content, diverse speaking activities, and interactive methods, forcing both teachers and students to prioritize accuracy over communication. The teacher-centered approach, combined with limited use of teaching aids and audio-visual materials (only 8 out of 48 lecture hours), further restricts student engagement. Furthermore, the syllabus fails to incorporate modern teaching methods like storytelling, debates, and theater, relying instead on lectures, group discussions, and presentations. Teachers primarily use lectures due to a lack of teaching aids, language labs, and time constraints, preventing the full implementation of Communicative Language Teaching (CLT). This limits student interaction and participation, especially in mixed-ability classrooms where group presentations often involve only the leader, leaving other students disengaged. The assessment structure is also unbalanced, with 60% dedicated to continuous evaluation but largely focused on written tasks rather than spoken performance. This makes the course more theoretical than practical, contradicting its purpose as a speech-focused class.

Overall, the syllabus lacks measurable objectives, diverse speaking activities, interactive methods, and a balanced assessment approach, making it ineffective in fully developing students' fluency, pronunciation, and real-world communication skills.

4.3.2. The Advanced Speech Module

After commenting on the syllabus, teachers listed the kinds of materials that they used to teach the course. All of the teachers said that they used a module to teach the course. This module is Advanced Speech course material that was primarily prepared for distance and summer students but was also used to teach regular students.

The module has five units. Unit one is about the nature of speech communication, and the second unit is about controlling nervousness. Unit three is acquiring effective speaking skills, and unit four is delivering the speech. The last unit is evaluating speech. According to the data gained through document analysis, there is no consistency between the units listed in the course syllabus and the units in this module. The difference between the units of the course syllabus and the units of the Advanced Speech module is shown in the following table.

Unit	The Harmonized Course Syllabus	The Advanced Speech Course Module
1	Introduction to public speaking	The nature of speech communication
2	Acquiring effective speaking skills	Controlling nervousness
3	Managing stage fright and nervousness	Acquiring effective speaking skills
4	Planning and practicing effective speech delivery techniques	Delivering the speech
5	-	Evaluating speech

Modules and supplementary materials for a certain course should be prepared in line with the course syllabus. The course syllabus is a skeleton that consists of major topics that the students are supposed to cover. Modules and supplementary materials, on the other hand, are the flesh and the tissues. These flesh and tissues should descend from the skeleton. But, contrary to this fact, there is no linearity between the course syllabus and the module prepared to teach the course. There are four units in the course syllabus, but there are five in the module. Not only the number, but the contents of each unit are also different. Regarding this issue, Hutchinson & Waters (1987) explained that good materials should provide a clear and coherent unit structure, which will guide teachers and learners through various activities in such a way as to maximize the chance of learning. The units and topics of the module should be consistent with the topics and units of the course syllabus.

Teachers were also asked how they had prepared this module. They replied that the module is designed to teach the theoretical parts. The problem observed in the course-sharing mechanism (see pages 91 and 92 of this research) was also noticed in the process of module writing. Module

writers were selected by the lottery method. Just like they shared courses by lottery method, they used the same method to select the instructors that wrote the Advanced Speech module. In this case, an instructor who has never taught the Advanced Speech course would be selected to prepare the Advanced Speech course module. Such practices will minimize the quality of education.

The other point that teachers were asked about was the sources that they used to prepare the module. One of the teachers who prepared the module said that the module was prepared by referring to books and an internet site called Wikipedia, the Free Encyclopedia. Commonly, most teaching materials are prepared by referring to different books that are written by scholars. What matters most is the kind of books that are used as references. In the syllabus, eight reference books are listed in the reference section. But none of these books are mentioned in the Advanced Speech module. Instead, a module prepared by Alpha University College is mentioned as a reference. Instead of fetching from the stream, a module served as a reference for another module.

The other problem with the module is that Wikipedia, the Free Encyclopedia, was used as a reference. This online encyclopedia was created and maintained as an open collaboration project by a community of volunteer editors 21 years ago. As shown practically, any registered member can write and edit this encyclopedia. Therefore, it is very challenging to distinguish scholars' writings from 'layman's' writings.

4.3.3. Books Used to Teach the Advanced Speech Course

One of the teachers responded that he uses college English I and II to teach the course. As for him, the speaking skills part of these materials is good, although the materials are old. College English is supplementary material prepared by Addis Ababa University 32 years ago. While using this book, the issue of timeliness should be taken into consideration. In Ethiopia, at least two curriculums were changed during this time. Moreover, the philosophy and method of teaching spoken language have changed.

Teachers were asked whether there were enough useful books in the library and their accessibility to the students. The responses of all teachers to this item were the same. All of the teachers agreed that there are not enough books in the library. Teachers added that there are only a few books that are closer to the Advanced Speech course, but they are not accessible to the students. Most of these books are old. One of the teachers has expressed his views in the following manner:

... I rarely visit the library since the books that are stored there are old. I don't think those books are relevant for us to teach the Advanced Speech course. There is no problem if our students use them. Since most of our students have no internet access, they shall better use the books in the library as a reference, but the problem is that our students have no access to these books. (Teacher 4)

Similarly, the students were interviewed to share their views on the relevance, availability, accessibility, and timeliness of the books that are used to teach the Advanced Speech course. All of the respondents said that the books in the library are less useful for the current learning and teaching process. They also added that the books are too old. There are no newly arrived books in the library. The students also underlined that there are not enough books in the library. Not only the books but there are also a few copies of the Advanced Speech module. In addition to their limited number, some of the books are not accessible. One of the respondents said the following:

... The books are not useful for the current teaching-learning process. Most of the books and modules are bulky, and no one will cover them while learning the course. There are only a few books in the library. The number of books in the library and the number of students in the classroom are not proportional. Also, some of these books and modules are not given to the students. On the other hand, the books in the library are very old. (Student 1)

Students were asked to comment on the instructional materials that they used to learn the Advanced Speech course. All of the students replied that their teacher had advised them to read the Advanced Speech course module in the library. Even most of the notes that he gave to the students were taken from the module. As to the students, no handout or any other material was given to them. Instead, short notes on selected topics were written on the whiteboard. The students also added that, though their teacher advised them to read the module in the library, they couldn't access it because there were limited copies. Moreover, the most important pages of the module were lost. Despite this fact, most of the students relied on the course module because they responded that most questions for the final exam were extracted from it.

To validate this, observations were conducted in the library. The researcher asked the librarians to show him books on speaking skills, but they couldn't find them easily. These librarians confirmed

that there are many books on speaking, and they informed the researcher to come the next day. On the following day, the researcher observed seven old books. The rest of the books were borrowed by the teachers, and they were not returned on the date of the observation. Moreover, the Advanced Speech course syllabus was not uploaded to internet sites, nor did it have a soft copy. This makes the teaching-learning process dependent only on hard copies.

Some of the interviewed teachers believed that those books were not relevant to teaching the course. Therefore, a few of them were forced to use privately preferred materials. The majority of the respondents relied on the course module because they believed that the library doesn't have the books that are mentioned as references in the syllabus. Harwood (2010) commented that very often teachers do not choose their coursebook or other material because, in many contexts, they are prescribed at a higher level, for example, by the institution's administration or by the Ministry of Education.

Moreover, all the reference books that are listed in the syllabus are not found in the library. In this case, teachers are expected to adapt the books in the library. However, most of the teachers did not adapt materials to make their teaching successful. This is again another factor that minimizes the quality of education. Adapting materials is vital and an integral part of successful classes (McDonough et al., 2013). When teachers feel that the materials they are using are unsatisfactory, they should try to adapt the materials to make them more appropriate for their teaching needs and objectives. Teachers can adapt materials according to their teaching needs, students' needs or expectations, or intuitional requirements or expectations.

4.3.4. Audio-visuals Used to Teach the Advanced Speech Course

Since audio-visual assistance creates a supportive learning environment for all students and encourages participation and opportunity, it tends to make teaching and learning more effective (Daniel, 2013). In this research, in addition to the classroom observation, facilities like the language laboratory, the audiovisual center, and the library were observed. The result of the observation is presented as follows:

4.3.4.1. The Language Laboratory

The language laboratory was observed only once for a short time. The technician showed the researcher all the computers and other resources. Seven computers were not functioning and were stored in one corner of the room.

The laboratory technician and the teachers were asked about the problems related to the language laboratory. Though there is a laboratory, none of the teachers use it to teach their students for some reason. According to these teachers, one of the major reasons is that the language laboratory is not functional for the whole year. Some of the computers are not working. Teachers also added that the remaining computers are not proportional to the number of students. They also added that at least a day is not enough to practice in the laboratory.

The other reason mentioned by the laboratory technician was that the materials in the language laboratory were outdated. The laboratory uses audio cassettes, and these days, no one can find these cassettes on the market. For some years, language laboratories used audio cassettes to record lessons and activities throughout the country. Now, audio cassettes are outdated technologies like floppy disks and cassette players.

Teachers also added that there is no spare time to practice in the laboratory, even if the laboratory is functional. As stated above, the time given for the course is not enough to cover the theoretical parts. These teachers believed that the practical aspect was left for the students to practice by themselves outside the classroom. Because of this, every teacher's concern is finishing the course within the given time.

Likewise, the students' experience using the language laboratory was studied. The responses of all the interviewed students were similar. They said that there is a language laboratory at the university. But they haven't visited it while they learn not only this course but also the spoken English one and two courses. All the teaching and learning process of this course is finished inside the classroom. Similarly, the students responded that they hadn't used any audio-visual materials to learn this course.

The Advanced Speech course syllabus allocates 40 hours for laboratory practice. That is 29.6% of the total time of the course. However, since the laboratory is not functional, it makes the teaching-learning process questionable.

The language laboratory is one of the vital resources for second language teaching and learning. As a science laboratory is essential for science students to experiment with their theoretical knowledge, a language laboratory is also essential for language students to practice what they have learned theoretically. Language laboratories are vital to teaching listening and responding, pronunciation, idiomatic expressions, proverbs, interjections, and other essential language parts. A student who never demonstrates in science laboratories and a student who never practices in the language laboratory is the same; both of them learned only the theoretical parts. Both of them missed the nucleus of learning a certain course. According to Madhuri (2013), audio-visual materials like a language laboratory can improve the students' speaking skills several times over, more than other methods. In addition, many media and many styles of visual presentation are useful to language learners (Wright, 1976). There is no doubt that the malfunctioning of this language laboratory minimized the quality of the teaching-learning process.

4.3.4.2. Audio-visual Materials

Like language laboratories, audio-visuals play an important role in the teaching of the Advanced Speech course. Reddy (2008) stated that audio-visual education consists of the use of interactional devices such as film projectors, radio, television, charts, posters, models, field trips, etc. For this research, in addition to the language laboratory, the trend of using audio-visual materials in the classroom and the audio-visual center was observed.

During the whole observation session, no audio-visual material was used to teach the contents of the course. Moreover, for most teachers, the audio-visual center is the same as the language laboratory. The audio-visual center is a room that consists of a television, flip charts, pictures (either for picture narration or picture description), cards, etc. to teach skills like speaking. Audio-visual materials were not available either in a separate room or in the language laboratory.

Teachers can make their teaching more attractive by using a variety of audio-visual materials. Some of these materials are easily accessible or prepared by the teachers. Ivers & Baron (2002) stated that multimedia allows the understanding of a topic to be conveyed in a variety of ways and provides students with opportunities to explain their ideas to others. Teachers can copy pictures to teach the language through picture narration or a picture-describing activity. They can also teach the skill by asking the students to explain the difference between two nearly similar (but not identical) pictures. They can also use flip charts and markers to teach speaking skills through

balloon games or decision-line activities. They can use their mobile phones or mini-media players to teach pronunciation activities. Besides, Bahadorfar & Omidvar (2014) and Parveen (2016) also stated that technological tools like the internet, podcasts, video conferencing, videos, and speech recognition software are considered the best tools for teaching speaking skills and using such tools has been regarded as a way of helping students improve language skills. The researcher was informed that there are few overhead projectors in the department, but the Advanced Speech course instructor never used this material throughout the observation session. As stated above, teachers' main intention was to cover the course within the given time. This is also another factor that reduces the quality of the Advanced Speech course teaching. According to Bhatti et al. (2019), teachers should employ audio-visual aids more often to assist students in developing their speaking abilities. This is because activities that use audio-visual aids can offer students free and spontaneous language practice.

Generally, the materials used to teach the course are insufficient to provide meaningful activities that could foster real communication among learners. Moreover, the materials flop in containing interesting texts and enjoyable activities that could engage the majority of the learners' thinking abilities or create opportunities for students to manipulate their current knowledge and skills. On the other hand, no audio-visual material was used to teach the contents of the course. All in all, the materials used to teach the course are less relevant. Their availability, accessibility, and timeliness are questionable.

Chapter Six

5. Summary, Conclusions, and Recommendations

5.1. Summary

The Department of English Language and Literature, following the harmonized curriculum, aims to provide students with a comprehensive understanding of English language, literature, and communication, preparing them for the globalized world. While international research on teaching speaking skills is extensive, there has been limited focus on this area in our country. This study, the first of its kind, evaluates the teaching of the Advanced Speech course at the tertiary level, aiming to fill the existing research gap. The study also provides recommendations for curriculum reviews, material development, teaching strategies, and insights into assessment and feedback processes for spoken courses.

The main objective of this study was to evaluate the teaching of the Advanced Speech course at Debre Markos University. It assessed the teaching practices, assessment methods employed, and course materials. The research followed a descriptive design with qualitative data collection. Debre Markos University was selected due to the researcher's prior experience there. Forty-three students and six teachers participated, with students selected through availability sampling and six teachers selected through purposive sampling.

Data were collected through document analysis, in-depth semi-structured interviews, and classroom observations. Document analysis assessed the course syllabus and instructional materials, using Cunningsworth's (1995) textbook evaluation checklist. Interviews explored the roles of teachers and students, teaching methods, assessment practices, and feedback provision. Classroom observations examined teaching methods, student engagement, and the use of facilities such as the language laboratory and audio-visual centers. A pilot study was conducted at Mettu University from November 12 to January 4, 2019, to refine the instruments, with results presented to the Department of Foreign Languages and Literature, AAU, in 2020. The main study data were collected from December 2020 to January 2021, with informed consent obtained from all participants.

The findings revealed several issues with the Advanced Speech course. The course objectives were unclear and focused on theory rather than practical skill development, with fluency largely

overlooked. The content lacked a student-centered approach, diverse topics, and interactive methods. Assessment practices were inconsistent and did not fully evaluate speaking performance. Inadequate seating arrangements and outdated, misaligned library resources hindered learning, while the absence of audio-visual materials and a non-functional language lab further restricted engagement. Teachers predominantly used lecture-based methods, showing minimal motivation or guidance, which led to passive student participation and a reliance on their mother tongue. Speaking activities were repetitive and ineffective in addressing fluency, pronunciation, and vocabulary. Assessments were overly focused on written tasks, with inconsistent evaluation criteria and insufficient feedback.

Based on these findings, the study provides conclusions and recommendations for improving teaching practices, materials, and assessments in the Advanced Speech course.

5.2. Conclusions

The Advanced Speech course at the tertiary level aims to enhance students' speaking proficiency by developing speech delivery techniques, building confidence, and integrating key elements of advanced speech. However, the study revealed several shortcomings in teaching practices, materials, and assessment methods.

- The course objectives lacked measurable outcomes and focused on theoretical aspects rather than practical skill development. Fluency was largely overlooked.
- Content and activities failed to promote a student-centered approach, lacking diverse topics and interactive methods aligned with Communicative Language Teaching (CLT).
- Continuous assessment was inconsistently applied to micro-skills and did not adequately evaluate speaking performance.
- Seating arrangements were inappropriate for interactive spoken courses, restricting engagement.
- Library resources were outdated, insufficient, and misaligned with the syllabus.
- The prescribed reference books were unavailable, and the only material used was a course module, which lacked consistency with the syllabus.

- No audio-visual materials were integrated, and the university’s language laboratory was non-functional.
- Teachers assigned to teach the course were often reluctant, perceiving it as burdensome.
- Instruction was largely lecture-based, with minimal supervision, guidance, or motivation for students.
- Classroom environments were not conducive to real-life language use, and students remained passive, often relying on their mother tongue during discussions.
- Group work lacked structure, and speaking activities were limited, repetitive, and ineffective, neglecting fluency, pronunciation, and vocabulary development.
- Assessment relied heavily on written tasks, with final exams being entirely written. Practical evaluations were limited to two presentations, with group assessments disproportionately favoring group leaders.
- Accuracy and grammar were prioritized over fluency, pronunciation, and vocabulary. Even within accuracy-focused assessments, evaluation criteria were inconsistent.
- Feedback was neither timely nor effective, with minimal opportunities for students to self-correct or engage in peer feedback.

The study highlights significant gaps in the Advanced Speech course, particularly in fostering practical speaking skills. The findings underscore the need for syllabus replacement or revisions, student-centered teaching methods, interactive materials, diversified assessments, and improved feedback mechanisms to enhance spoken English proficiency at the tertiary level.

5.3. Recommendations

To enhance the teaching of the Advanced Speech course at the tertiary level and address its shortcomings, the following recommendations are proposed:

The Ministry of Education needs to:

- Revise learning objectives to ensure they are measurable and skill-based, emphasizing both fluency and accuracy.

- Integrate Communicative Language Teaching (CLT) principles by incorporating diverse, interactive, and real-life communication tasks.
- Establish a balanced approach between theoretical knowledge and practical speaking activities.

Universities need to:

- Arrange seating to facilitate interaction, promoting pair work, small groups, and open discussions.
- Update library resources and ensure the availability of reference books aligned with the syllabus.
- Integrate audio-visual materials and ensure the functionality of the language laboratory.

Course teachers need to:

- Shift from lecture-based instruction to student-centered, interactive approaches that encourage active participation.
- Provide structured group work and guided speaking activities to develop fluency, pronunciation, and vocabulary.
- Motivate students to use English in discussions by discouraging reliance on their mother tongue.
- Implement diverse assessment methods, including oral exams, role plays, impromptu speeches, and interactive tasks.
- Ensure equal participation in group assessments rather than favoring group leaders.
- Prioritize fluency, pronunciation, and vocabulary alongside grammar and accuracy.
- Provide timely, constructive feedback with opportunities for self-correction and peer review.

By implementing these changes, the Advanced Speech course can become more effective in developing students' spoken communication skills, ensuring they graduate with confidence and proficiency in English.

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Appendices

Appendix 1: Verbatim Transcriptions of the Interview with Teacher 1

Interviewer: First of all, thank you very much for your cooperation.

Teacher 1: Never mind.

Interviewer: This interview aims to collect data on the practices of the Advanced Speech course teaching at Debre Markos University. Your responses are used only for research purposes. Can we start the questions?

Teacher 1: Yes.

Interviewer: Would you tell me about your education level and your work experience?

Teacher 1: Ok, I have a Ph.D. degree in TEFL, and I have 3 years of experience after I hold a Ph.D. degree and 8 years of experience after I hold my master's degree *[the teacher has a Ph.D. degree and 11 years of experience]*.

Interviewer: Do you teach the Advanced Speech course? For how long have you taught this course?

Teacher 1: What do you mean by that? The whole spoken course, or the course I am teaching now,

Interviewer: The Advanced Speech course.

Teacher 1: Uh, yeah. Of course, I usually teach spoken English courses for summer students. For regular students, I gave them common courses and writing courses. This is the fifth or fourth time that I have taught the spoken courses *[the teacher has five years of experience in teaching spoken English courses]*. But specifically, I have taught the advanced speech course for the second time *[the teacher has given the advanced speech course for the second time]*.

Interviewer: How do you share courses in the department?

Teacher 1: Uh, most of the time, we share the courses by draw *[draw is used to share the courses]*. We do that because there should be a balance between the burdens of every teacher. There are

courses like the common courses that require little effort to teach, and there are advanced courses that require much more effort *[the lottery method is used to share the burden]*. So if advanced courses are given only to a particular person, he will always be busy while other teachers are relaxed *[advanced courses are not needed by all teachers because they are considered burdens]*.

Interviewer: Do you teach the advanced speech course based on the harmonized curriculum course syllabus? If you do, then how do you perceive the advanced speech course syllabus?

Teacher 1: Yeah, I usually use the harmonized course syllabus to teach my students *[the harmonized course syllabus is preferred to teach the course]*. I am still using it. These days, we can't teach without a syllabus.

Interviewer: Do you use any other syllabus to teach the course?

Teacher 1: Yeah, there is an old one. Actually, I prefer to use both of them *[the old syllabus together with the harmonized syllabus is used to teach the course]*.

Interviewer: What do you mean by both?

Teacher 1: The harmonized one and the old one. The old one was prepared by Bahir Dar University, and we used that syllabus for many years before the arrival of the harmonized curriculum *[the old syllabus was prepared by Bahir Dar University, and it was used for many years before the arrival of the new curriculum]*. It has its own strong sides. In many ways, the harmonized and the old curriculum are consistent *[the teacher thinks that the old and the harmonized curriculum are consistent]*. So I prefer to use both of them so as to make my lesson strong and attractive. The harmonized syllabus is bulky and the old one is short and precise *[the harmonized syllabus is bulky and the old one is short and precise]*. The contents and the activities are small compared to the harmonized course syllabus *[the contents and the activities in the old curriculum are less]*.

Interviewer: If you used another syllabus, how do you make your teaching consistent with others?

Teacher 1: What do you mean, others?

Interviewer: other teachers that teach this course.

Teacher 1: There is only one section, and there is one teacher per batch. So there is no problem if I use the old one as well *[since there is only one section of students each year, teachers can use their preferred syllabus]*. But that problem may occur for the summer students. Since there are many sections, there are different advanced speech teachers. In that case, we are forced to use the harmonized syllabus only *[but since there are many sections of summer students, teachers are forced to use the harmonized course syllabus only]*.

Interviewer: What do you think are the major objectives of the advanced speech course? How do you achieve these objectives in your daily teaching?

Teacher 1: Okay, the major objective of the advanced speech course is to enable our students to be able to make a speech in front of a gathering of people, especially in English *[one of the objectives of the advanced speech course is to enable students to speak in front of a gathering of people]*. That may include making a good or appropriate presentation in their teaching as well *[making appropriate presentation]*. Making a lecture or teaching is a public speech in and of itself. So, the main goal, I believe, is to enable these students to be good speakers in front of their peers *[to enable students to be good speakers]*. That is the first objective, I think, because there are situations where they can make a public speech outside the classrooms. So, I think that the objectives of this advanced speech course are primarily to enable teachers or these students to be able to make or deliver a good speech in front of their students.

Interviewer: How do you achieve these objectives in your daily teaching?

Teacher 1: In my teaching, first, I can categorize the course into two parts *[identifying the course into theoretical and practical parts is the first task to teach the course]*. It has theoretical parts and also practical parts. In the theoretical part, there is different theoretical information we can say or advice or other things that help them that give them advice or they can do things that can serve as a stepping stone for going to the practical aspect of the course *[the students learn the theoretical parts first]*. So first, theoretically, they watch how a public speech should be delivered *[the students first see how a public speech is delivered]*. What does public speech mean? In what situation is it done? What are the things done during a public speech? What are the elements, the components? They learn all these things. Having done these, they go to the second section of the course, which is the practical one *[after which they start the practical part]*. In the practical one, students are

supposed to make public speeches in the classroom in two types of three kinds, mainly the three kinds of common modes of speech delivery. That is the memorized speech, the impromptu or spontaneous speech, and lastly, the extemporaneous speech. So we do all these things practically *[the students make a memorized, impromptu, or spontaneous speech, and lastly, the extemporaneous speech in the classroom]*.

Interviewer: To what extent is the teaching of advanced speech courses consistent with the harmonized curriculum?

Teacher 1: Our teaching is based on the harmonized curriculum. Though I used the old one as well, it doesn't affect the consistency of the curriculum *[though an old curriculum is used, the teaching is in line with the harmonized curriculum]*. We don't make any modifications to the harmonized syllabus. We simply copy the course outline, the course objective, and the curriculum from the harmonized curriculum *[no modification is made to the harmonized syllabus by the teacher]*. And then we prepare a material, a module, that, uh, gives flesh to that curriculum, and then we use that one *[a module is prepared as reference material for students in line with the harmonized syllabus]*. So, it exactly matches what I can say.

Interviewer: Do you teach topics outside of the harmonized course syllabus?

Teacher 1: No, there are no topics covered outside of the curriculum *[no topic is taught outside of the harmonized course syllabus]*.

Interviewer: What do you think are the pros of the advanced speech course syllabus?

Teacher 1: Okay, the harmonized course syllabus has many advantages and disadvantages. First, the same kind of course is given in universities throughout the country *[the same kind of course is given in universities]*. Before the coming of the harmonized curriculum, different courses were given to graduates of TEFL at different universities *[before the harmonized curriculum, different spoken courses were given at different universities]*. Not only that, it helps teachers to teach the same kind of content and to give students the same kind of assessment *[it allows teachers to teach the same content]*. In addition, there is a detailed description of tasks listed on the syllabus *[there is a detailed description of tasks in the syllabus]*. There is the teacher's task, and there is also the students' task. That is it.

Interviewer: What do you think are the cons of the advanced speech course syllabus?

Teacher 1: Good, there are lots of problems in the harmonized course syllabus *[there are lots of problems in the syllabus]*. For example, some of the topics and activities are not familiar to students *[some of the topics and the activities are not familiar to students]*. Not only for them, but it is also difficult to understand for us *[even though it is difficult for teachers to understand]*. Second, it is ideal. What I want to say is that there are 52 or 48 private study hours given there *[no one uses the extra practice time outside of the classroom]*. It is unlikely because there is no practice hour allocated as extra than the 48 teaching hours. No one uses that time. Students are not also happy to learn additional hours *[students are not happy to learn additional hours]*. In addition, the references are not accessible to our university. For example, I don't have even one of the reference books listed on the syllabus *[the reference books listed in the syllabus are not accessible even at the university level]*. Uh, some of the activities are not attractive *[some of the activities are not attractive]*. My students don't like them, and I am forced to develop my own activity. Moreover, the assessment technique or procedure is rigid to follow. It is not flexible; the assessment technique is rigid.

Interviewer: Do you employ various teaching methodologies while you teach advanced speech courses? What do you think are the dominant teaching methods? Why are they dominant?

Teacher 1: Daily, different types of methods may be applied *[different methods are applied each day]*. As an advanced speech instructor, you give some kind of gapped lecture, and then you invite the students for pair discussions or group discussions, and you ask them some questions, and they answer those questions. *[Gapped lecture, pair discussions, group discussions, and questioning methods are used to teach the course]*. These are the common classroom routines that happen in the classroom.

Interviewer: Anything else?

Teacher 1: For the time being, I don't have any.

Interviewer: Are your techniques in line with the harmonized syllabus?

Teacher 1: Some of them might be in line with the harmonized curriculum. We are not supposed to stick ourselves to the curriculum *[teachers are not supposed to stick themselves to the syllabus]*.

We use our experiences to teach our students *[the teacher's own experience is used to teach the students]*. Uh, so there is no problem if we don't follow the curriculum *[there is no problem if teachers do not follow the curriculum]*.

Interviewer: How effective are your techniques to improve the students' speaking skills?

Teacher 1: That is a very difficult question. We don't check their effectiveness most often *[we don't check the effectiveness of the techniques to improve the students' speaking skills]*. Uh, I think it needs research. The students didn't show any kind of progress by taking this course *[the students do not show any kind of progress by taking this course]*. They simply studied the course to score a good grade *[students learn this course only to score good grade]*. Nobody cares for their improvement of speaking skills *[nobody cares for the improvement of students' skills]*. Such things will demotivate us to teach them with all of our potential. We simply use those techniques not to make the class boring *[different techniques are applied only not to make the class boring]*. So the effectiveness of the techniques is questionable.

Interviewer: How do you evaluate the activities that are written on the advanced speech course syllabus?

Teacher 1: The same thing. I told you before. Most of the activities are not related to our culture *[most of the activities are not related to our culture]*. We have a poor culture of using English inside and outside the classroom. In addition, the activities are repeated *[there is a repetition of activities]*. There are no varieties of activities in the syllabus *[there is no variety of activities in the syllabus]*. The most dominant ones are pair work, group work, and drama *[the most dominant are pair work, group work, and drama]*. So the syllabus has major problems with the activities.

Interviewer: What kinds of activities do you give to your students to teach the advanced speech course?

Teacher 1: I told you before. The dominant activities that I give to students are gapped lectures, pair work, and group work *[gapped lectures, pair work, and group work are used in the classroom]*. I don't use other activities because of a shortage of time *[other activities are not used because of a shortage of time]*. If there is ample time, I can give them many activities. But the

majority of the course time is spent teaching the theoretical aspects *[the majority of the course time is spent teaching the theoretical parts]*.

Interviewer: What kinds of materials do you use to teach the course?

Teacher 1: The material that I currently use is a module *[the module is used to teach the course]*. There is a prepared handout.

Interviewer: Who has prepared the module?

Teacher 1: instructors, course instructors *[the module is prepared by the course instructors]*. There is a curriculum. Based on the curriculum and the course outline, the harmonized curriculum instructors at this university have prepared some kind of handout that supports the practical aspect of the course *[the module is prepared in line with the course syllabus]*. So there is a theoretical part, as I have told you earlier, that was prepared by the instructors by referring to different reference books. The instructors try to make some notes from Wikipedia, the free encyclopedia, that will help the learners to just have awareness about what public speech is and how they can make an effective speech *[the module is prepared by referring to books and Wikipedia, the Free Encyclopedia] [the module is prepared to teach the theoretical parts]*.

Interviewer: Is there any kind of material to teach the course?

Teacher 1: There are reference books. Most of us are using College English Part I and II to teach communication courses *[College English Parts I and II are used to teach the course]*. These books are good for teaching advanced speech as well. The contents and tasks are very easy for students *[it is chosen because its contents and tasks are easy]*. The students can also get these reference books easily. Additionally, there is a module.

Interviewer: What kinds of materials are found in the library? How do you rate the usefulness of those materials to improve the students' speech?

Teacher 1: There are different reference materials; you know, there are books, just like the handouts we have prepared. Books can support, uh, their uh, they can support by maximizing the theoretical understanding of public speaking. Yea, and if they like, there are a few books, and they can also get speeches, even analyzed speeches *[there are few books in the library on speeches]*.

But the resource is not a problem. The major problem here is that the students have very little access to the materials *[students have little access to these reference materials]*.

Interviewer: How do you select those materials?

Teacher 1: Based on the curriculum, we look at different textbooks, so we decide which one goes closer to the curriculum, and we list some possible reference books that students can visit.

Interviewer: Are there reference books listed in the curriculum as well?

Teacher 1: No, I don't think that the materials listed in the curriculum are available in the library *[the materials that are listed in the syllabus cannot be found in the library]*. There are reference books closer to the advanced speech course *[there are few materials that are closer to the advanced speech course]*.

Interviewer: Are the materials common for all teachers, or do they differ from teacher to teacher?

Teacher 1: Yeah, here in this year, for instance, there are two teachers that are covering the six sections. So we just communicate and give or deliver the lecture or the course in a similar way by communicating between the two of us. *[We are using our preferred materials to teach the course]*. So we are using the same material when we give assignments or deliver classroom lectures. We go in a similar way *[teachers can use different materials, activities, and methodologies, but they should follow the objectives]*.

Interviewer: If you have participated in preparing the material, how are instructional modules or materials made ready?

Teacher 1: Oh, ok, uh, it is done in different ways. Sometimes instructors who give the same course sit together and prepare that module *[modules are prepared by teachers who give the same course]*. And other times, certain instructors may be selected by the staff, and those will be assigned to prepare that kind of handout. So usually, mostly, they are prepared by course deliverers.

Interviewer: How is continuous assessment being practiced while you teach the advanced speech course?

Teacher 1: Ok, there are two modes of assessment in our teaching. Ok, in the continuous mode and in the final exam mode [*students are assessed by continuous assessment and final exam*]. Usually, fifty percent of the assessment is made by continuous assessment, and the other fifty percent is usually made by the final exam [*fifty percent is continuous assessment and the final exam is fifty percent*]. That is what is happening there. In the continuous assessment, some assignments and presentations will be given, tests and mid-exams will be given, and there is also a final exam [*the continuous assessment is done by giving assignments, presentations, and mid-exams*].

Interviewer: What kind of assignment is given to your students?

Teacher 1: Written assignment [*written assignment is given for students*]. Certain questions are given. Students will read the materials to answer those questions in the library or search from different sources [*the written exam is taken out of twenty percent*]. That is twenty percent, and three types of speech or modes of speech are going to be delivered by the students. Each will account for fifteen percent or twenty percent, up to twenty percent [*three presentations are given out of thirty percent*]. This assignment plus three speech deliveries take fifty percent of the continuous assessment, and the other fifty percent will take the final exam [*two group and one individual presentation will be done*]. The final exam is totally a written exam on the theoretical aspects of the course, which constitutes around fifty percent [*the final exam is totally written*].

Interviewer: Is there a language laboratory at your university? Is it functional, if there is one? If it is functional, is it giving the right service for summer students?

Teacher 1: There is a language laboratory in our university, and it is functional to some extent [*there is a language laboratory and it is functional to some extent*]. But it is closed for the summer, and students will not visit it because of a shortage of time and other factors [*students will not visit it because of a shortage of time*]. For example, my students haven't visited it so far. All the students didn't go there. It is not fully equipped with audio-visual materials [*the laboratory is not equipped with audio-visual materials*].

Interviewer: Do you use any kind of audio-visual aid to teach the course?

Teacher 1: No, I don't use, I haven't *[audio-visual materials are not used in the teaching of advanced speech]*.

Interviewer: How do you give feedback to your students?

Teacher 1: Well, as you know, feedback is a backbone for the teaching-learning process *[the teacher believes that feedback is a backbone]*. Teachers should give feedback to their students when they make mistakes *[the teacher believes teachers should give feedback]*. I think appropriate and timely feedback should be given to improve the students' progress *[appropriate and timely feedback should be given]*. Especially in spoken English classes, students make dozens of errors every day *[many errors are made in spoken English classes]*. I can say that it is difficult to find a student who can speak a single sentence correctly *[finding a student who can speak correct sentences is very difficult]*. So, the number of errors is large. Some of the students make pronunciation errors; others make grammar errors *[pronunciation and grammar errors are made]*. Some of them use inappropriate words that are neither English nor Amharic *[words that are neither Amharic nor English are used]*. The usage of Amharic words and sentences in a presentation is a common problem among students. The students' vocabulary knowledge is very poor, which is why they used local words in the middle of their speech *[students vocabulary knowledge is poor]*. Because of these and many other reasons, it is very challenging to give feedback to every student *[giving comments is very challenging]*. If I try to do so, I will encounter a shortage of time *[if feedback is given, there will be a shortage of time]*. Instead of leaving some of the portions of the course, I preferred not to give any kind of comment to each student *[feedback is not given to cover the whole portion of the course]*. But if it is group work, I can give group comments at the end of their presentations *[comments for group works are given]*. You can come and witness how I give comments on group presentations if you like.

Interviewer: How often do you give feedback to your students?

Teacher 1: As I told you, I give feedback to each of my students very rarely *[the teacher gives feedback very rarely]*. I only give them a few feedbacks on group presentations when I give them a memorized speech *[little feedback on group presentations is given]*. At that time, first I list down the errors that the presenters made, and I tell these errors to them *[the errors are listed and told to the students]*. Finally, I urge them not to repeat the same mistake in the next presentations *[the*

teacher urges the students not to repeat the error]. But the big problem is that the presenters are not aware of their own errors *[the students are not aware of their own errors]*. When I told them their errors, they showed me confused faces, and some of them asked politely whether the error was committed by them or not *[the students showed their teacher when they were told their problems]*. So, I rarely give comments to my students because most of them do not like comments at all.

Interviewer: Can you tell me what the strengths and weaknesses of the spoken English course teaching at your university are?

Teacher 1: Ok, uh, the basic problem I want to point out in this program is a shortage of time *[there is a shortage of time]*. Usually, even we don't use the time we have. We have, uh, at least two solid months. Maybe another problem is class size *[class size is the other problem]*. The class size is so large. Especially in language classrooms, usually there are forty or fifty, which is the average number of classroom students in the English classroom *[on average, there are 50 students in the classroom]*. This is not manageable. We are expected to give individual works, pair works, and other things to make assessment even more practical. It becomes tough with this number of students in a class. That is it *[individual and pair works will not be given because of unmanageable class size]*.

Interviewer: How about the strengths?

Teacher 1: Uh, the strength of the teaching-learning process is time management. There is a principle in saying day one is class one. We don't usually waste our time; instructors will not waste their time. Even administrators patrol or control to provide assistance or to try to manage how the teaching-learning takes place in the classroom. Ok, they manage that. By the way, at least this short amount of time is, I think, properly used. That is the strength I want to indicate.

Interviewer: Thank you very much for your cooperation!

Appendix 2: Verbatim Transcriptions of the Interview with Teacher 2

Interviewer: First of all, thank you very much for your cooperation.

Teacher 2: No problem.

Interviewer: This interview aims to collect data on the practices of the spoken English course teaching at Debre Markos University. Your responses are used only for research purposes. Can we start the questions?

Teacher 2: Yes.

Interviewer: Would you tell me about your education level and your work experience? Teacher 2: Yea, I have been teaching at the university for about 8 years. I have been teaching English language courses at Woldia and Mettu universities *[the teacher has 8 years of teaching experience at two public universities]*.

Interviewer: Do you teach the spoken English courses? For how long have you taught this course?

Teacher 2: I have been teaching for the past eight years. I have been contacting the students at different background levels. I have been teaching spoken English courses, including advanced speech courses, for my students for many years *[the teacher has been teaching the spoken English courses for eight years]*.

Interviewer: How do you share courses in the department?

Teacher 2: Uh, we share every course randomly *[courses are shared randomly]*. Sometimes teachers take the course that they want to deliver by themselves if there is no competition. But most of the time, we use the lottery method to share the courses. The lottery method is used to share the courses.

Interviewer: What kinds of courses are chosen by teachers and which courses are left for the lottery method?

Teacher 2: All teachers want to deliver common courses, which means communicative English language and basic writing skills *[common courses are preferred by teachers every year]*. Since these courses require little effort and preparation, they are needed by every teacher *[teachers think*

that common courses need little effort and preparation]. In addition, reading skills and all block courses are highly needed by the teachers [*block courses are highly preferred over other courses*]. On the contrary, there are courses that require great effort to teach. Frankly speaking, I personally don't want to teach courses like advanced speech because I will lose my whole energy and I can't find enough reference books to teach the course [*advanced speech courses are not preferred because they consume energy and there are no reference books*]. So these courses are burdens, and every teacher should share the burden as we share the blessings [*advanced speech course is considered a burden*]. If I teach advanced speech course this year, someone else will teach it next year [*teachers don't want to give the advanced speech course for successive years*].

Interviewer: Do you teach the advanced speech course based on the harmonized curriculum course syllabus? If you do, then how do you perceive the advanced speech course syllabus?

Teacher 2: Yeah, I tried to teach the entire course based on the harmonized curriculum [*advanced speech courses are taught based on the harmonized curriculum*]. As soon as the curriculum was introduced, every course was delivered to the students in that mood of teaching under the principles of the modular approach [*in principle, teachers can't teach the course outside of the curriculum*]. This has been applicable since the 2004 Ethiopian calendar.

Interviewer: How do you perceive the advanced speech course syllabus?

Teacher 2: I think the course syllabus by itself, under the approach of modular curriculum, and the course contents by themselves may not have a problem [*the course contents in the modular syllabus may not have a problem*]. The problem is when we come to the classroom situation when we want to teach the students practically. The problem comes when teachers try to implement it in the classroom. A speech is a speech that is associated with a skill that everyone should practice. Within the classroom, the students may not have sufficient time to explain themselves towards the practical aspect because the modular approach, as you know, is very tough and doesn't allow the students to have extended time to practice the course in the classroom. The modular approach is very tough, and it doesn't allow the students to practice the skill. So it is challenging to practice in the classroom [*practicing the skill in the classroom is very challenging*]. It needs some sort of modification. [*the syllabus needs some sort of modification*]. It is very difficult to cover all the contents and to give every student the opportunity to practice the course within 48 hours [*it is*

difficult to cover the course within 48 hours]. We are forced to shift the mood of delivery from practical to theoretical *[the mood of delivery has shifted from practical to the theoretical way of teaching]*. We need to rush to cover the course contents instead of giving ample time to the students *[time is a big challenge]*. Generally, it is not practical in the classroom *[the syllabus is not practical in the classroom]*.

Interviewer: Do you use any other syllabus to teach the course?

Teacher 2: Yeah, last year I used the previous or old curriculum syllabus *[a syllabus from the old curriculum was used last year]*. The contents there are short and precise *[the contents in the old syllabus are short and precise]*. It is helpful to cover the course contents within the given time. Especially for our summer students, I prefer to use the old one for time issues *[the old syllabus is used especially for the summer students]*.

Interviewer: If you used another syllabus, how do you make your teaching consistent with others?

Teacher 2: Since we have only one group of students each year, there is only one teacher for a course. So there is no problem with using whatever you like *[there is no problem with using any kind of syllabus]*. For the summer students, some of us use the new and others use the old syllabus, so consistency of teaching is no longer a problem for us *[some of the teachers use the old syllabus and others use the harmonized syllabus to teach the advanced speech course, especially for the summer program]*. We prepare exams together, so if there is a portion that my students didn't learn and others learn, we discuss and prepare questions from the topics that we all covered *[exams are prepared commonly]*.

Interviewer: What do you think are the major objectives of the advanced speech course? How do you achieve these objectives in your daily teaching?

Teacher 2: The advanced speech course by itself is the continuation of spoken I and spoken II. So we believe that the students have basic knowledge of basic skills in spoken English I, and they extend it to spoken English II *[teachers think that students that are taking the advanced speech course have basic knowledge of spoken English I and spoken English II courses]*. The third course, as its name indicates, is an advanced speech course, and this course is a bit advanced. So the students at this level are supposed not to know the basic elements of advanced speech only, but

they are supposed to produce information or communicate in an extended manner [*students are supposed to produce information*] [*students communicate in an extended manner*]. Extensive speech production is the scope of this course [*extensive speech production*]. Enabling the students to speak in an advanced manner is the objective of the course [*enabling students to speak in an advanced manner*].

Interviewer: How do you achieve these objectives in your daily teaching?

Teacher 2: You know, by assumption, that the course is concerned with giving an opportunity to the students [*the concern of the course is to give an opportunity to the students*]. An extended period of time should be given to the students to enable them to speak in an advanced manner [*extended time should be given to the students to speak in an advanced manner*]. The nature of the course by itself is not appropriate in the mood of a modular approach, so the students may not have ample time within the classroom, so they are forced to leave the rest of the practical part for the students to practice outside of the classroom [*teachers teach the theoretical aspect and leave the practical aspect to the students to practice outside of the classroom*]. The overall aim of the course, as I said before, is to enable them to speak in an extended manner and to express their feelings and ideas to the community if there is one. So the course enables them to speak extensively.

Interviewer: To what extent is the teaching of advanced speech courses consistent with the harmonized curriculum? Do you teach topics outside of the harmonized curriculum?

Teacher 2: Uh, I took only the objectives and taught the course on my own [*objectives are taken, and the contents are taken outside of the syllabus*]. As a teacher, it is not good to stick to the syllabus [*teachers assume that sticking to the syllabus is not good*]. The contents and the methodology are replaced by my own simple topics and easy methodology [*the contents and methodology of the syllabus are replaced by another content and methodology*]. Sometimes if the topic in the syllabus is tough, I replace it with a very simple topic [*lessons are sometimes given outside of the harmonized syllabus*]. There are many concepts that are new and challenging to our students, and I replaced such kinds of topics with my own activities [*since many concepts in the syllabus are challenging to students, teachers replace them with their own activities*].

Interviewer: What do you think are the pros of the advanced speech course syllabus?

Teacher 2: Most of the advantages are expected. The main thing is that the students are familiarized with how and in what manner they need to communicate with their interlocutors. *[students are equated on how to communicate with others]*. When we talk about speech, there is always interaction. The students, after they learn those contents, will be able to know how they can approach and in what manner they talk with their friends *[students know how they can approach and in what manner they talk with friends]*. The other thing is that the communicator should know the heart feelings of his interlocutor so they will understand their emotions, feelings, and attitude *[the communicator knows the heart feelings and attitude of the interlocutor]*. They take these things into account when they communicate with each other. So within the course, they are supposed to know all these things.

Interviewer: What do you think are the cons of the advanced speech course syllabus?

Teacher 2: As I have mentioned so far, the basic problem is that there is a mismatch between the contents that are included within the course syllabus and the real practice in the classroom contents *[there is a mismatch between the contents of the syllabus and the real classroom practice]*. There are contents that are listed in the syllabus, and those contents are good. The contents of the syllabus are good. The syllabus begins with very simple concepts and includes various concepts and practices in the middle and at the end *[contents in the syllabus are sorted from simple to complex]*. But the problem appears when we come to the classroom *[the problem occurs while implementing it]*. As far as we are unable to implement the contents in the classroom, the students speaking skills will not be upgraded *[the students' speaking skills will not be upgraded because the syllabus is not implemented in the classroom]*. There is not sufficient time to practice in the classroom. There is not sufficient time to practice the course. The students will not have ample time to interact in the classroom. So the syllabus by itself may not have huge problems. The problem is with the delivery. One of the courses, spoken English II, is given in block mode, covering all the contents and letting students practice the skills within a month or three weeks *[the Spoken English II course is given in block mode, and there is not ample time to cover the course]*.

Interviewer: Do you employ various teaching methodologies while you teach the advanced speech course? What do you think are the dominant teaching methods? Why are they dominant?

Teacher 2: Yeah, I have been applying, though the time is not sufficient *[time is a constraint to apply different methodologies]*. It is impossible to say that I have meaningfully applied the methodologies in the classroom *[methodologies are not meaningfully applied in the classroom]*. There are methodologies that I have used to teach in the classroom. I have been using games, role plays, storytelling, picture narrations, debating, discussions, and lots of other methods based on the situation and the course outline *[games, role-play storytelling, picture narrations, debating, and discussions are used]*. But what I have been trying to do in the classroom is, because of a shortage of time, show how they can communicate in the classroom, and the rest of the practical aspects are left for the students to practice outside of the classroom *[the students are shown how they can communicate in the classroom, and the rest of the practical aspect is left for students to practice outside the classroom]*.

Interviewer: Are your techniques in line with the harmonized curriculum?

Teacher 2: Yes, finding an appropriate methodology is up to the teacher *[teachers select appropriate methodology by themselves]*. There are contents that are included, but you have to take the students' backgrounds into account and employ your teaching methodologies that can improve the students' speaking skills *[the students' backgrounds are taken into account while the teacher chooses appropriate methodology]*. The problem is that, though you understand the background of the students and select the appropriate methodology for them, there is not sufficient time *[time is a big constraint to choose an appropriate methodology]*. So, the students will be left alone. They will practice it by themselves *[the students are left alone to practice the skill by themselves]*.

Interviewer: How effective are your techniques to improve the students' speaking skills?

Teacher 2: It is very difficult to say that my techniques are effective *[teachers have doubts about whether the techniques that they used were successful in improving the students' speaking skills]*. I believe that they would be effective if there was sufficient time *[using different techniques would be effective if there was sufficient time]*. There are around 45 students in the classroom *[there are around 45 students in the classroom]*. At least I need five minutes to teach every student each session *[the teacher needs at least five minutes for each student]*. Skill is practiced by practice, not by theoretical learning. But we have been given only 50 minutes to teach the course as one credit

[only 50 minutes are given to teach the course as one credit hour]. Teaching the advanced speech course for 45 students within that given time is too challenging.

Interviewer: How do you evaluate the activities that are written on the advanced speech course syllabus?

Teacher 2: Actually, there are activities that have their own problems. The activities in the syllabus have their own problems. The activities are concept-oriented *[the activities are concept-oriented]*. Some activities invite the students to come to the practical aspect. Whenever I saw these activities, I removed them, and I used my own methodology to help the students achieve the aim of the course *[concept-oriented activities in the syllabus are replaced by other activities by the teachers]*. So there are activities that don't fit the aim of the course *[there are activities that don't fit the aim of the course]*.

Interviewer: What kinds of activities do you give to your students to teach the advanced speech course?

Teacher 2: As I said before, I used games, role plays, storytelling, picture narrations, debating, and discussions based on the nature of the topic in the course syllabus *[games, role plays, storytelling, picture narrations, debating, and discussions are used by the teacher]*.

Interviewer: Please, can you comment on the instructional modules, materials, and other resources being used for the advanced speech course? You may focus on their relevance, availability, accessibility, effectiveness, and timeliness.

Teacher 2: Uh, most probably the course contents; if they remove the problems that I am going to mention now, they would be effective. One thing that is a problem within the syllabus is that, though there are activities that are practice-oriented, there are conceptual elements that we often forget to implement in the classroom *[the contents of the syllabus are not simple for the students]* *[there is an imbalance between the practical and the conceptual parts of the syllabus]*. We usually focus on the theoretical part of the syllabus *[teachers usually focus on the theoretical part of the course]*. But I believe that the syllabus should not mainly focus on the concepts because the concepts can be easily grasped by the students *[the main focus of the syllabus should be the practical part, not the theoretical]*. They can read the conceptual part outside the classroom

[students shall better read the conceptual part by themselves]. So the majority of the time that is given for the theoretical aspect should be given to the students to practice the skill in the classroom *[majority of the time should be given for the practical aspect in the syllabus]*. The teacher by himself may give the conceptual part as a reading assignment *[the conceptual part should be given as a reading assignment for students]* so they can read and understand outside of the classroom. This is one problem with the implementation. The other problem is that there are few activities that allow the students to practice those skills in the classroom, but some of the activities are not consistent with the students' backgrounds *[some of the activities in the syllabus are not consistent with the students' backgrounds]*. Our students are learning English as a foreign language. It is not their first language; it is not their second language. It is a foreign language that makes the students dormant to speak it outside the classroom. They don't have any opportunity to speak about it outside the classroom *[students have no opportunity to speak outside of the classroom]*, so the students are not advanced to the level of the course *[the students are not advanced speakers at the level of the course]*. Most of the problems are in our universities. The students are not equipping themselves with the required skills. Unfitting background proficiency is the students' level of background, and the course imbalance is there *[the syllabus doesn't take the students' backgrounds into account]*. It is not linear. So the course syllabus should take the students' backgrounds into account. The other thing is the time problem, and the contents that are included in the syllabus are also other problems. There are concepts that are included in the syllabus, and we are supposed to teach them, but a shortage of time is a big problem *[the content of the course should be limited to 48 hours]*. We can't even cover the theoretical aspects within 48 hours *[not only the practical aspect, but the theoretical aspect of the course is not covered with the time given]*. It is impossible to teach at least a quarter of the course practically *[at least a quarter of the course is not covered if teachers teach practically]*. So the contents of the course and the time given should be consistent. The contents of the course should be diminished, or the time given for the course should be extended. The other thing is that theory should not be the focus of the course *[the focus of the course should not be theory; it should be practice]*. The course should be totally practical. Therefore, our emphasis will be on practicing the course rather than teaching the theoretical aspects *[the course should be practical]*.

Interviewer: What kinds of materials do you use to teach the course? How do you select these materials? Are the materials common for all teachers, or do they differ from teacher to teacher?

Teacher 2: Uh, frankly speaking, a teacher is the one who is teaching in line with the syllabus. This would be practicable if the course syllabus was prepared in a smart manner. Since there are some problems with the contents and methodology, I personally use some modified materials *[modified materials are used to teach the advanced speech course]*. The contents that don't fit the students' backgrounds and the ones that are not appropriate for students will be replaced by other materials in line with the course objectives *[the contents that don't fit the students' backgrounds are replaced by other contents]*. Taking the objectives into account, I used my own materials. Activities that are not consistent with the students' backgrounds and activities that don't enable students to talk more are replaced by my materials that encourage students to talk more. I use materials from different sources. Most of the time, my teaching materials are taken from an internet site called Wikipedia, the free encyclopedia *[most of the teaching materials are taken from an Internet site called Wikipedia, the free encyclopedia]*. I can't say that my sources are unique. I search it on Google, and I choose the best one. This is done for the theoretical part *[many documents are downloaded and used from Google to teach the theoretical part]*. But for the practical part, I used my own experience to give my students different exercises *[past teaching experience is used to teach the practical part of the course]*. I don't think that all the teachers are employing the same thing. There are various differences in the implementation. The materials, the course outlines, and the methods that every teacher uses are different from teacher to teacher. Since many teachers think that the syllabus has many problems, we take the good aspects and replace the rest with our own topics, and we teach it with our own methodologies. What makes all of us similar is our objectives *[the materials, the course outlines, and the methods that every teacher uses are different from teacher to teacher]*.

Interviewer: What kinds of materials are found in the library? How do you rate the usefulness of those materials to improve the students' speech? Are there reference books listed in the curriculum as well?

Teacher 2: I rarely visit the library since the books that are stored there are old *[the books in the library are old]*. I don't think those books are relevant for us to teach the advanced speech course *[the books in the library are not relevant to teaching the course]*. There is no problem if our students use them. Since most of our students have no internet access, they shall better use the books in the library as a reference *[students have no internet access, so they are not advised not to*

use these old books as a reference. I don't think that the books that are listed in the course syllabus are available in the library *[the books that are listed in the course syllabus are not found in the library]*.

Interviewer: How do you assess your students? What kinds of quizzes, tests, assignments, and exams are given to the students?

Teacher 2: It depends upon the objective of the course and the activities that I am employing in the classroom. You are not going to evaluate a concept or the students' understanding. You are going to evaluate how practically the students are able to speak at an advanced level *[the students are evaluated on how practically they are able to speak at an advanced level]*. So I gave them a situation, and they will speak *[the students are given a situation, and they will speak]*. I personally assess my students in the way that is already listed on the course syllabus *[the assessment method is linear with the syllabus]*, so I evaluate the students in groups and individually *[the students are evaluated in groups and individually]*. My focus of assessment is to what extent each and every student is capable enough to speak at an advanced level. I gave them group assignments to memorize a speech and present it in the classroom. One of the group members will present it, and other group members will be asked whether they participated in the group work or not. I would be happy if I evaluated each and every student, but because of a shortage of time, I can't do that. *[memorizing a speech is given as a group assignment, and one of the group members will present it, and other group members will be asked oral questions]*. Continuous assessment is given out of sixty percent. It contains two quizzes that are taken out of twenty and two assignments that are taken out of forty. One of the assignments is, as I told you, a group assignment on impromptu or memorized speech. And the other assignment is a written assignment on the concepts of the course *[two individual quizzes and two group assignments are given as continuous assessments out of 60 percent]*. Finally, a written final exam is given out of forty percent *[students are finally given a written final exam out of 40 percent]*.

Interviewer: Is there a language laboratory at your university? Is it functional, if there is one? If it is functional, is it giving the right service for summer students?

Teacher 2: There is a language laboratory in our university, but it is not functional *[there is a language laboratory in the university, but it is not functional]*. The materials are outdated *[the*

materials in the language laboratory are outdated]. It uses audio cassettes that we can't find anywhere else these days. The other problem is that some of the computers are not working [*the LAB uses audio cassettes, and some of the computers are not working*].

Interviewer: Do you use any kind of audio-visual aid to teach the course?

Teacher 2: No, there is not sufficient time to do that [*no audio-visual aids are used to teach the course*].

Interviewer: How do you give feedback to your students?

Teacher 2: I don't give comments to my students [*the teacher doesn't give feedback to his students*]. I stopped giving feedback to my students a few years ago. Students of the past were unique because whenever you gave them comments, they were delighted. Students at this time are the opposite. They don't like teachers who give them frequent feedback [*the students don't like feedback*]. If a teacher gives them too much feedback, they hate him and give him fewer evaluation results [*the students hate a teacher who gives much feedback*]. That will hurt him in the future. Which student nowadays is capable of learning from his mistakes? No one takes care of his learning. They only need grades [*the teacher believes that the students need only grades, not comments*]. The other basic reason why I don't give them comments is the shortage of time [*feedback is not given because of a shortage of time*]. This is an advanced speech course, and the students are expected to practice all the activities on the syllabus. So, we waste all of our time on teaching and learning. If I tried to give comments to all the students, it would consume much of our time [*giving feedback consumes the time of teachers*]. But for the written assignments, I always give them comments on each page [*feedback is given for written assignments and tests*]. Sometimes, I write them comments in full sentences; on the other hand, I circle or underline the words that have errors. I put a question mark if the statement they make is not clear.

Interviewer: How often do you give feedback to your students?

Teacher 2: almost zero. If it is a presentation, I never give them comments because of the points that I mentioned before. It is impossible to give comments to every student [*giving comments for each student is an impossible task*]. If it is a written group assignment, I write comments on each page of the assignment [*comments are given for written group assignments*]. So, to be honest, I

am not good at giving comments because the circumstances on the ground will not help me to do so.

Interviewer: Thank you very much for your cooperation!

Appendix 3: Verbatim Transcriptions of the Interview with Teacher 3

Interviewer: First of all, thank you very much for your cooperation.

Teacher 3: Never mind.

Interviewer: This interview aims to collect data on the practices of the advanced speech course teaching at Debre Markos University. Your responses are used only for research purposes. Can we start the questions?

Teacher 3: Yes.

Interviewer: Would you tell me about your education level and your work experience?

Teacher 3: I have an MA degree in TEFL from Addis Ababa University [*the teacher has an MA degree in TEFL from Addis Ababa University*]. After that, I have four years of teaching experience at this university. I got my BA degree from Arba Minch University, and I was teaching at one preparatory school. After two years of teaching, I got a chance to pursue my MA degree. Totally, I have six years of experience [*the teacher has six years of teaching experience*].

Interviewer: Do you teach the advanced speech course? For how long have you taught this course?

Teacher 3: I have taught this course for one semester only. I'm not interested in giving courses like advanced speech. It takes most of my energy when I teach this course. By the way, no one is interested in teaching such courses, and we took them only by using the draw method [*the teacher has taught the advanced speech course only once*] [*no one is interested in teaching the advanced speech course*].

Interviewer: Do you teach the advanced speech course based on the harmonized curriculum course syllabus? What do you know about the advanced speech course syllabus?

Teacher 3: Sure, I teach my students based on the harmonized course syllabus [*the teacher teaches based on the harmonized course syllabus*]. Since we don't have reference books, we teach the course by using the course syllabus as a reference [*the course syllabus is used as reference material*]. You can't find sufficient reference materials for this course [*there are no sufficient reference materials for this course*]. In addition, if you teach based on the course syllabus, you

will make your teaching linear with other universities [*the course syllabus is used to make the teaching linear with other universities*]. Otherwise, the course that is given here and the same course given at other universities may not be linear. I am one of the teachers who refers to the course syllabus now and then. It is very nice, although there are some problems. There is a big obstacle to covering all the portions of the course. If there were enough time, the course could be taught in a proper way.

Interviewer: What do you think are the major objectives of the advanced speech course? How do you achieve these objectives in your daily teaching?

Teacher 3: I think making the students fluent speakers of English is the major objective of the course [*making the students fluent speakers of English*]. Other objectives are specific, and they could be included under this major objective. Among the specific objectives, making different kinds of speeches, debating, and controlling nervousness can be mentioned [*making different kinds of speeches, debating, and controlling nervousness*]. The objectives are very useful for the students to improve their speaking skills.

Interviewer: How do you achieve these objectives?

Teacher 3: Well, I tried my best to achieve the objectives of the course even though there is no time to do so [*there is no sufficient time to achieve the objectives*]. Time is a big constraint to achieving the objectives. There are many portions in the course, so the majority of the time is consumed by the theoretical parts. After that, I give my students the remaining time to practice the skill [*giving the students enough time to practice the skill*]. For example, I give my students a memorized speech and a debate in the form of an assignment [*giving assignments on a memorized speech and a debate*]. When they did that, they practiced the skill. But it is difficult to achieve all the objectives of the course [*it is difficult to achieve all the objectives of the course*].

Interviewer: To what extent is the teaching of advanced speech courses consistent with the harmonized curriculum?

Teacher 3: Well, uh, I can say that my teaching is consistent with the course syllabus [*the teacher believes that his teaching is consistent with the course syllabus*]. As I told you before, I am teaching what is written on the syllabus. I was not teaching outside of it. Except for laboratory

practice, we teach every topic to our students. But the students' attitude towards the course is not good *[the students' attitude towards the course is not good]*. They don't like it. Most of our students do not like the practical parts of the course *[most of the students do not like the practical parts of the course]*. They want to learn the theoretical parts only, and at the same time, they want a written exam *[they want the theoretical parts and a written exam]*. They hate activities like presentations, debates, etc. This is one of the major problems in making our teaching consistent with the course syllabus. The other big problem is a shortage of the reference books listed on the syllabus *[a shortage of the reference books is a problem to maintain consistency]*.

Interviewer: What do you think are the pros and cons of the advanced speech course syllabus?

Teacher 3: Yes, there are many positive and negative sides to the course syllabus. I think I will start with the positive aspects. As I told you, the advanced speech course syllabus is useful to make our teaching linear with other universities *[it is useful to make the teaching linear with other universities]*. Before the implementation of the advanced speech course syllabus, many universities used their own course syllabus to teach their students. For example, I know two different kinds of course syllabuses at Bahir Dar and Jimma universities. I still have copies of these syllabuses. You see, the harmonized course syllabus is helpful to avoid such differences. The other positive aspect of the syllabus is that it makes Ethiopian education competent with the well-developed international educational systems.

Interviewer: What is your evidence to say so?

Teacher 3: Well, you can see the contents of the course syllabus. They are up-to-date. If you browse through Google, you will find all the topics that are included in the course syllabus. Only up-to-date topics are written and read by many people on Google.

Interviewer: Do you employ various teaching methodologies while you teach advanced speech courses? What do you think are the dominant teaching methods? Why are they dominant?

Teacher 3: Well, I used many teaching methodologies as suggested by the course syllabus. The nature of teaching methods is different from time to time based on the nature of the topic or skill that we teach. For example, I used lecture method, gapped lecture, role plays, debates, and presentations to teach my students *[the teacher used lecture method, gapped lecture, role plays,*

debates, and presentations]. But the dominant teaching method is the lecture method. Since the majority of the course is theoretical, it takes the majority of the time. With the remaining time, I used a gapped lecture and others. Actually, I used a gapped lecture in the middle of my lecture when my students felt sleepy or bored *[a gapped lecture is used in the middle of a lecture when the students felt sleepy or bored]*. Methods like debating and presentations are given to assess my students practically *[debating and presentations are given to assess the students]*. All of us at this level are supposed to assess our students practically. It is a shame to give written assignments for a spoken course *[the teacher believes that giving written assignments for a spoken course is not appropriate]*.

Interviewer: Are your methods in line with the harmonized course syllabus?

Teacher 3: Uh, as I told you before, my teaching is linear with the course syllabus. I was trying my best to implement the syllabus fully. When I come to your question, not all of my teaching methods are linear with the course syllabus *[not all of his teaching methods are linear with the course syllabus]*. By the way, the syllabus has no detailed explanation on what kind of teaching method to use on each topic or sub-skill *[the syllabus has no detailed explanation on what kind of teaching method to use on each topic]*. Therefore, I used my own teaching methods that might not be in the syllabus. It is up to the teacher to prepare his or her own teaching methods for each lesson *[the teacher believes that it is up to the teacher to prepare his or her own teaching methods for each lesson]*. Therefore, the linearity of the teaching methods is not a big concern for me.

Interviewer: How effective are your teaching methods to improve the students' speaking skills?

Teacher 3: What? How can I measure the effectiveness of each teaching method? Don't you think it needs scientific research? If you ask me for my overall evaluation, I can tell you. Based on my overall evaluation, my teaching methods are not effective *[the teacher believes that his teaching methods are not effective]*. If my teaching methods were effective, my students would be fluent speakers of English *[if the teaching methods were effective, the students would be fluent speakers of English]*. Of course, there are many reasons for the low fluency level of the students. The major factor among these is the teaching methods. If the students are not taught with the appropriate teaching methods, they will never be successful with their education. In my case, for example, I used the lecture method most dominantly, and that will never help the students to practice the

course *[the lecture method is dominant, and it will never help the students to practice the course]*. More practical methods will help the students practice the skill. So I can surely say that my methods are not successful in developing the speaking skills of the students.

Interviewer: How do you evaluate the activities that are written on the advanced speech course syllabus?

Teacher 3: Uh.., there are no detailed explanations of activities to be given to the students on the syllabus *[there are no detailed explanations of activities to be given to the students]*. Only the general nature of the activities is written. For example, there are laboratory practices, and when the students go to the lab, there are some laboratory practices. But there is no laboratory at our university. The other is that there is a reading activity given to the students. The students are ordered to read materials according to their own choices that are related to the course according to the syllabus. The lecture method is also recommended as an activity by the teacher. This is where I believe the syllabus falls short. Different activities were supposed to be written in detail on the syllabus *[different activities were supposed to be written in detail on the syllabus]*. For example, there are different topics on the syllabus, and the kinds of appropriate or recommended activities are not listed on the syllabus. If you have seen the course syllabus, it is very short. Because of this, a detailed explanation of activities is not written under each topic *[a detailed explanation of activities is not written under each topic]*. In relation to this, the old syllabus is better. There is a detailed list of activities, even though there are many other problems. When the syllabus has this kind of problem, it is the teacher's task to prepare the right kind of activity for his students.

Interviewer: What kinds of activities do you give to your students to teach the advanced speech course?

Teacher 3: Well, as I mentioned before, the syllabus has no detailed list of activities *[the syllabus has no detailed list of activities]*. At this time, it is a great advantage for teachers to use an activity of their own *[teachers use an activity of their own]*. In my opinion, choosing the right activity is determined by the nature of the students and the existing condition of the university. If most of the students do not like practical activities, then the teacher should prepare theoretical activities like lecturing. If they are interested in practicing the skill, the teacher can give a variety of activities *[the students' interest is the reason behind choosing activities]*. The other is the existing condition

of the university. If there is sufficient time to offer the course, we can prepare more practical activities for the students. As to me, the majority of the course time is consumed by the lecture method *[the majority of the course time is consumed by the lecture method]*. In addition to that, I give my students a presentation *[the students are given a presentation]*. I give them both group and individual presentations. The presentation is a memorized speech, and the group presentation is a public speech. In addition, I give my students a written assignment on one of the theoretical parts of the course *[a written assignment on one of the theoretical parts of the course]*. So, I give them these two.

Interviewer: Please, can you comment on the instructional modules, materials, and other resources being used for the advanced speech course? You may focus on their relevance, availability, accessibility, effectiveness, and timeliness.

Teacher 3: Uh, many instructional materials, like books and modules, are listed on the syllabus. But you can't find even one at our library *[you can't find even one of the reference books listed on the syllabus at our library]*. I think this is the other big problem with the syllabus. It is a failure to include 'abstract' books on the syllabus. The syllabus could have been developed by using the existing books in the country. The only reference material that we used for this course is the advanced speech module *[the only reference material that teachers used for this course is the advanced speech module]*. This module is extremely rare in the library. In addition, there are other books related to the course in the library. But they are old, and they are not accessible even for teachers *[other books in the library are old, and they are not accessible even for teachers]*. So, there is a big problem in relation to the reference materials for this course. If the course is similar to communicative English language skills, we don't even need reference materials. But, since there are many new concepts in the course, reference materials are mandatory. But we don't have access to the text books listed on the syllabus *[teachers don't have access to the text books listed on the syllabus]*.

Interviewer: What kinds of materials do you use to teach the course? How do you select these materials? Are the materials common for all teachers, or do they differ from teacher to teacher?

Teacher 3: As I told you before, I used the advanced speech course module as a major reference *[the advanced speech course module as a major reference]*. I have no option to use other kinds of

reference books. In addition, I downloaded different materials from the internet *[downloaded materials from the internet are also used]*. But the problem is that we can't find material that is directly written in advanced speech. I downloaded materials written generally in spoken English, and then I extracted the portion that was related to public speech, memorized speech, impromptu speech, or stage fright management. That is a lot of work for me, and that is why I don't like to give this course unless I am forced to do so.

Interviewer: What kinds of quizzes, tests, assignments, and exams are given to the students?

Teacher 3: Good. I tried to assess my students as it is written on the syllabus. I give them the continuous assessment and finally the final exam *[continuous assessments and final exams are used]*. Actually, all this is determined by the length of the semester. If the semester is short for many reasons, I could give them only one midterm and one final exam *[if the semester is short, only one midterm and one final exam are given]*. If the time of the semester is normal, I give them individual presentations out of 15% *[individual presentations are given out of 15%]*. Then they will have a written group assignment out of 30% *[a written group assignment is given out of 30%]*. This assignment will also be presented in groups, and that will take 15% of the mark *[this assignment is presented in groups out of 15%]*. To save time, only one member of the group will present it. Then a written final exam is given out of 40% by the end of the semester *[a written final exam is given out of 40%]*. This is in line with what is written on the syllabus, with a few amendments.

Interviewer: Can you comment on your experiences using a language laboratory and audio-visual materials?

Teacher 3: This is a very interesting question. As we all know, a language laboratory is mandatory for English major students *[a language laboratory is mandatory for English major students]*. The value of a language laboratory is very high. Both the teacher and the students will benefit from the language laboratory. But these days, no one cares about the language laboratory, not even the department head. I am told that there is a language laboratory in the university, but no one uses it because it is not functional *[there is a language laboratory in the university but it is not functional]*. Actually, its functionality is not a big issue these days. We don't have enough time to cover the

theoretical parts of the course. At the same time, we have no audio-visual materials to teach the course *[there are no audio-visual materials to teach the course]*.

Interviewer: How do you give feedback to your students?

Teacher 3: I give timely and constructive feedback to my students because it is one of the tasks of a certain teacher *[timely and constructive comments are given]*. An effective teacher teaches the students by using the lecture method, gapped lectures, or group work. After that, he gives assessments to the students to identify the top achievers, the middle achievers, and the poor students. The students should be aware of their results. So, after each test, the teacher should show the results to each student immediately after administering the test *[the teacher believes that the results of tests and assignments should be shown immediately]*. This is called timely feedback. But the problem for most of the teachers is that they never show the results of their students until they announce their grades *[most teachers do not show the results of the students]*. Of course, they do this because of a shortage of time *[shortage of time is a big constraint]*. One lecturer is expected to teach twelve hours a week. So, showing the result of every test to the students is a waste of time. But in my case, I give my students a limited number of assessments, and I show them their results within a week *[giving comments to every student is a waste of time]*.

Interviewer: Do you give feedback for presentations, group works, debates, dramas, etc.?

Teacher 3: No, I do that very rarely. It is very difficult to give feedback on presentations *[it is very difficult to give comments on presentations]*. Do you know how much time one presentation consumes? A minimum of one week or six credit hours are needed. So, if I gave comments to every student, I could not finish the course in the given time. So, what I do often is write down general comments on paper, and I will report them to the whole class *[general comments are written on paper, and they are told to the whole class]*.

Interviewer: How often do you give feedback to your students?

Teacher 3: It is a difficult question because, as I said before, the time is not enough to cover the course. So, if I tried to give feedback to every student whenever they did presentations, I may not cover half of the course *[the contents of the course may not be covered if frequent comments are given]*. I think this is because of the syllabus. No time is allocated for feedback provision *[no time*

is allocated for feedback provision in the syllabus]. So, if it is not in the syllabus, teachers are not forced to do so. In addition, it is difficult to improve the students' speaking problems through comments *[it is difficult to improve the students' speaking problems by giving comments]*. These problems are persistent and have been developed for many years, and you can't fix them within a single comment. Moreover, most of our students don't like feedback *[most of the students don't like feedback]*. Therefore, I only give feedback on written tests. After every test, I show my students how much they scored *[comments are only given on written tests]*.

Appendix 4: Verbatim Transcriptions of the Interview with Teacher 4

Interviewer: First of all, thank you very much for your cooperation.

Teacher 4: Never mind.

Interviewer: This interview aims to collect data on the practices of the advanced speech course teaching at Debre Markos University. Your responses are used only for research purposes. Can we start the questions?

Teacher 4: Yes.

Interviewer: Would you tell me about your education level and your work experience?

Teacher 4: Well, I learned my first degree at Dilla University and my second degree at Mekelle University. There is a five-year gap between my first degree and my second-degree study time. Before this university, I have been working at different high schools and preparatory schools in Amhara regional state. It was after completing my master's program that I joined Debre Markos University. At this university, I have worked for seven years. Two of these years were covered by being a coordinator of the ELIC (English Language Improvement Center). Though I was coordinator, I didn't stop giving courses to my students *[the teacher has an MA degree and seven years of experience]*.

Interviewer: Do you teach the advanced speech course? For how long have you taught this course?

Teacher 4: Sure, I taught this course last semester *[the teacher has experience teaching the advanced speech course]*. Before that time, I also gave the spoken English I and II courses in block mode of delivery *[he has also taught spoken English I and II]*. So, I have experience giving advanced speech courses.

Interviewer: Do you teach the advanced speech course based on the harmonized curriculum course syllabus? What do you know about the advanced speech course syllabus?

Teacher 4: Which one?

Interviewer: The advanced speech course syllabus.

Teacher 4: You mean the portion inside the harmonized course curriculum?

Interviewer: Yes, what do you know about it?

Teacher 4: Uh, I can't say I knew the course syllabus in detail [*the teacher didn't know the course syllabus in detail*]. But I have seen it roughly when I want to prepare a course outline for my students. The advanced speech course syllabus is useful for teachers and students. But I am not referring to it now and then to teach my students [*the teacher doesn't refer to the course syllabus to teach his students*]. I prefer to teach my students based on the knowledge that I developed at Dilla University. There was a very nice English teacher there, and I wrote all the daily lectures. Now, I have that record of the exercise book, and I teach my students from that because it changed me. I hope that it will change my students' speaking skills dramatically. So, I can better say that I used the syllabus for formality [*the teacher is teaching from his undergraduate notes*].

Interviewer: What do you think are the major objectives of the advanced speech course? How do you achieve these objectives in your daily teaching?

Teacher 4: Well, the major objective of the course is to prepare the students to speak English fluently like the native speakers [*to prepare the students to speak English fluently like the native speakers*]. In addition, we teach them to avoid their fears of speaking in front of the students. I think making very good presentations and debating are also other objectives of the course [*making very good presentations, debating, and avoiding fears*].

Interviewer: How do you achieve these objectives?

Teacher 4: I am trying to achieve all the objectives of the course in my every-day class. I frequently tell my students these objectives so they will not forget them [*by telling my students these objectives*]. That is the first mechanism for achieving it. Next, as I told you before, I used my own first-degree exercise book to teach them. Inside that note book, there are many tasks and activities appropriate to my students [*by using the first-degree exercise book*]. Since it helped me more, for sure it will help my students to do so. Finally, I cross-checked whether these objectives are achieved by my students after giving them different kinds of tests [*cross-checking whether these objectives are achieved by my students by giving tests*].

Interviewer: To what extent is the teaching of advanced speech courses consistent with the harmonized curriculum?

Teacher 4: As I told you before, my teaching is not 100% consistent with the advanced speech course syllabus [*the teaching is not consistent with the syllabus*]. I think it is impossible to make our teaching 100% consistent with the course syllabus. Even though there is no consistency between the course syllabus and the advanced speech module [*there is no consistency between the syllabus and the advanced speech module*]. Since I prepare notes and exercises on my own, I can't say that my teaching is consistent with the syllabus. Of course, the syllabus doesn't force us to stick with it.

Interviewer: Don't you think that there will be some problems if you don't follow the course syllabus?

Teacher 4: What is the problem? There is no problem if I teach outside of the syllabus [*there is no problem to teach outside of the syllabus*]. I think the students are beneficial if I teach them outside of the syllabus [*the students are beneficial if they are taught outside of the syllabus*]. For example, I used my undergraduate notes to teach them, and the students benefited more from that note. From the current course syllabus, for me, my own notes are useful for my students.

Interviewer: What do you think are the pros and cons of the advanced speech course syllabus?

Teacher 4: I think its positive side is its relevance to make the teaching-learning process linear across universities [*it makes the teaching-learning process linear across universities*]. Second, it can be used as a reference material for students [*it can be used as a reference material for students*]. Third, before this curriculum, teachers were preparing course outlines by themselves. But now, the harmonized course syllabus is used as a course outline, and it saves us our time and energy [*since it is used as a course outline and it saves us our time and energy*]. When I came to its weak sides, I noticed the following problems: First, there are no detailed explanations [*there are no detailed explanations*]. If there are no detailed explanations, every teacher can teach with his own materials. Second, it is not strong when I compare it with the notes that I wrote during my undergraduate study [*it is not strong*]. The old materials are always the best. I think the writers of the syllabus have prepared it only to gain money. That is why I am not teaching based on the course syllabus.

Interviewer: Do you employ various teaching methodologies while you teach advanced speech courses? What do you think are the dominant teaching methods? Why are they dominant?

Teacher 4: I used many teaching methods to teach this course. For example, I used the lecture method, gapped lecture, debating, drama, etc. *[lecture method, gapped lecture, debating, drama]*. But I used the lecture method mostly to cover the course in a short period of time *[the lecture method is used dominantly to cover the course]*. The students are not happy to do presentations, debates, dramas, etc. because they are busy with other courses too *[the students are not happy to do presentations, debates, dramas]*. Therefore, I understood the situation, and I finished the course using the lecture method. One day I gave my students an individual presentation, and to your surprise, all of the students except a few in number missed that class. I asked them why they did that the other day, and they said that they were too busy taking different midterm and final exams. After that time, I reshuffled my teaching style and simply gave them the lectures. They use other methods as an assessment *[other methods are used as an assessment]*.

Interviewer: Are your methods in line with the harmonized course syllabus?

Teacher 4: I can't say my teaching methods are linear with the course syllabus *[teaching methods are consistent with the syllabus]*. The syllabus is a document. You can't put it all into practice because of my reasons *[the syllabus can't be put into practice for many reasons]*. For example, the socio-economic situation of the country matters. I am sure that no teacher can implement it fully. So, because of the above reasons, some of the teaching methods are linear with the course syllabus, and others are my own teaching methods.

Interviewer: How effective are your teaching methods to improve the students' speaking skills?

Teacher 4: Well, it is very difficult to measure the effectiveness of each teaching method *[it is very difficult to measure the effectiveness of each teaching method]*. I think it needs research. But, based on my experience, the teaching method I used each day is effective *[the teaching method I used each day is effective]*. The only problem is the students' willingness. If the students are willing to do every activity, then the methods will improve their speaking skills. I can tell you my own experience. Before joining the university, I did not have good communication skills. After taking the spoken courses seriously, my communication improved dramatically. I am using the same method to teach my students, and if they do tasks seriously, they will achieve a result like mine

[the methods used while the teacher was learning his first degree were implemented by the teacher].

Interviewer: How do you evaluate the activities that are written on the advanced speech course syllabus?

Teacher 4: They are not sufficient *[the activities in the syllabus are not sufficient]*. That is why we are teaching outside of the syllabus. If you teach outside of the syllabus, you will have many options for choosing different and attractive activities for your students *[teaching outside of the syllabus will let the teacher choose different and attractive activities]*. But if you stick to the curriculum, it will force you to apply those few activities listed there. Therefore, I can't say the activities inside the harmonized course syllabus are enough. In this case, teachers are advised to use their experiences to develop their own activities so as to achieve the basic objectives of the course *[teachers are advised to use their experiences to develop their own activities]*. Actually, there is no sufficient time to use many activities in the classroom *[there is no sufficient time to use many activities]*. The time is not enough even to cover the course with the lecture method. So, time is a big constraint when choosing activities.

Interviewer: What kinds of activities do you give to your students to teach the advanced speech course?

Teacher 4: Well, many activities could be given to students who are taking this course. But there is a time problem to do so. For example, I give pair works, presentations, and group works for my students *[I give pair works, presentations and group work]*.

Interviewer: What is the nature of these activities? What kinds of pair works, presentations, or group works are given to your students?

Teacher 4: The presentation could be individual or group. Sometimes, I give them individual presentations on memorized or impromptu speeches *[individual presentations are given on memorized or impromptu speeches]*. On the other day, I give them group presentations to save time *[group presentations are given to save time]*. The major problem with individual presentations is that they consume time. You need a minimum of three weeks to finish one individual presentation. So, I decided to give it only once. To save time, group presentations are

best. But, since only one or two members present it, you can't assess the performance of each student *[only one or two members present it]*. Next, I give them pair and group discussions. This is done in the form of a gapped lecture *[pair and group discussions are given as a gapped lecture]*. Finally, I give my students group work. The group work is a written assignment on the theoretical parts of the course. The students love such kinds of assignments because they feel nervous for practical activities *[a written group assignment is given]*.

Interviewer: Please, can you comment on the instructional modules, materials, and other resources being used for the advanced speech course? You may focus on their relevance, availability, accessibility, effectiveness, and timeliness.

Teacher 4: Well, as I told you, I used my own note book to teach the course *[the teacher's own note book is used as a main reference]*. It is best when I compare it with other instructional materials. Actually, there is a shortage of instructional materials at the university. For example, if you search for one of the reference books listed on the syllabus in the library, for sure, you will not find one *[the reference books listed on the syllabus can't be found in the library]*. So, my basic reference is my undergraduate notes, and I browse different sites additionally. The issues you mentioned, like relevance, availability, timeliness, etc., will not be applicable for us because the problem itself is the absence of reference books. We can't talk about those issues while we have this problem. In addition, I think timeliness will not matter for English reference materials *[timeliness will not matter for English reference materials]*. If it is a technology course or engineering course, then the issue of timeliness becomes applicable. For example, I am teaching my students with the notes I have been taught. Nothing has changed. So, there is no problem with using old materials as well.

Interviewer: What kinds of materials do you use to teach the course? How do you select these materials? Are the materials common for all teachers, or do they differ from teacher to teacher?

Teacher 4: I told you before. Basically, I am using my own notes to teach my students *[the teacher's own notes are used to teach the students]*. In addition to that, I browse different sites on Google *[the teacher browses different sites on Google]*. For the students, there is a module. They use the advanced speech course module for reading. In addition, I gave them brief notes on each topic on my own. By combining these two, they will have a better understanding of the course.

There is nothing I can do beyond this. Last year, I tried to check whether the reference books listed in the syllabus were available in the library, and I found out that these books were not accessible even on online internet sites.

Interviewer: What kinds of quizzes, tests, assignments, and exams are given to the students?

Teacher 4: Many kinds of assessments can be employed in this course. But, because of different factors, it is difficult to implement all of them. The students in this course are expected to be assessed more practically. Since it is a spoken course, it would be good if we assessed them practically. We can give them presentations, debates, dramas, simulations, public speeches, etc. as assessments. But it is impossible because of time and the students' numbers *[it is impossible to give many assessments because of time and the students' numbers]*. I have told you about the shortage of time to teach this course. The time is not sufficient, even for the teaching. You can imagine the time spent on assessments. The other big problem is the large class size. There are forty or fifty students in one class, and giving frequent continuous assessments for each student is time-consuming *[there are forty or fifty students in one class]*. Because of these reasons, for this course, I gave them one individual presentation out of 10% *[an individual presentation is given out of 10%]*. The other is group presentation out of 20% *[group presentation is given out of 20%]*. Written quizzes and written assignments together constitute 30% of the assessment *[written quizzes and written assignments together constitute 30%]*. Totally, it becomes 60%. The rest 40% is a written final exam *[the rest 40% is a written final exam]*.

Interviewer: Can you comment on your experiences using a language laboratory and audio-visual materials?

Teacher 4: Language laboratories are useful for practical sessions. I learned the value of a language laboratory while I was in my undergraduate program. We practiced the practical parts there, and we took some of the tests in the language laboratory as well. When we come to our university, you cannot find a functional language laboratory *[there is no functional language laboratory]*. There is a language laboratory, but it is not functional for unknown reasons. I think the necessary equipment is not fulfilled there *[the necessary equipment is not fulfilled]*. That is a big problem, and no one cares for it. If there is a language laboratory, it is not equivalent to the number of students. So, I can say that there is no working language laboratory. At the same time,

there is no audio-visual material in the university [*I give pair works, presentations and group work*]. No teacher prepares audio-video material on his own because it is not our mandate [*preparing audio-video material is not the teacher's mandate*]. Our mandate is to use the already-prepared audio-video material. This question can be asked by that time. For me, this question is not appropriate since preparing audio-video material is not the teacher's mandate.

Interviewer: How do you give feedback to your students?

Teacher 4: I used many methods of giving feedback to my students. I believe that feedback should not be given in the classroom [*feedback should not be given in the classroom*]. Giving encouraging feedback in the classroom may motivate the students, while giving comments of improvement will discourage the students, and they will hate the teacher because they are humiliated in front of their classmates [*encouraging should be given in the classroom*] [*comments of improvement should not be given in the classroom*] [*if comments of improvement are given in the classroom, the students will be humiliated*]. So, if the students do good things, I encourage them by using words like very good or excellent. But if they make errors, I never speak to them in the classroom. Instead, I wrote the comment, and I said that student outside of the classroom when class was over. Because of that, most of my students like me.

Interviewer: Do you give written feedback for assignments, tests, etc.?

Teacher 4: I think it is difficult to give comments for each student on assignments or tests. Giving feedback to every student is difficult. That is the most tiresome task. Giving feedback is a tiresome task. At the same time, it will consume my time [*giving feedback consumes time*]. By the way, giving written comments on assignments and tests is a rare practice at our department [*giving written feedback is practiced rarely*]. I discussed many issues with my colleagues, and I never heard of a teacher who gives written comments for assignments and tests. As I told you before, I only give comments like very good or excellent in the classroom and comments of improvement outside of the classroom [*the teacher gives comments outside the classroom*].

Interviewer: How often do you give feedback to your students?

Teacher 4: I could not tell you a constant time for this question. I do it randomly [*feedback is given at random times*]. By the time the students make good things or errors, I give comments

[feedback is given only when the students do good things]. But, not to discourage the students, I do not give discouraging comments *[discouraging comments are not given]*. Even if I give comments of improvement most frequently, the student might be frustrated because he or she is making errors repeatedly *[students will be frustrated if frequent comments are given]*. So, in my opinion, encouraging comments should be given every time the students do good things *[encouraging comments should be given every time]*. When they make errors, the teacher should tolerate them for the first time, and if they repeat the error for the second time, they should start giving comments of improvement outside of the classroom *[comments of improvement should be tolerated and should be given outside the classroom]*.

Appendix 5: Selective Coding of the Teachers' Interview

1. Teacher's Teaching Background

➤ Teaching Experience

Teacher 1

- ☒ The teacher has a Ph.D. degree and 11 years of experience
- ☒ The teacher has five years of experience in teaching spoken English courses
- ☒ The teacher has given the advanced speech course for the second time

Teacher 2

- ☒ The teacher has eight years of teaching experience at two public universities
- ☒ The teacher has been teaching the spoken English courses for eight years

Teacher 3

- ☒ He is a graduate of Addis Ababa University with an MA Degree in TEFL.
- ☒ He has nine years of teaching experience at Debre Markos University.
- ☒ He has taught the spoken English course five or six times (he is not sure) and has given the advanced speech course for the second time

Teacher 4

- ☒ He is an assistant professor in the department of English language and literature.
- ☒ He has seven years of experience at this university.
- ☒ He has taught the spoken English courses for three years and the advanced speech course for two successive years.

2. Teacher's Perception of the Advanced Speech Course Syllabus

➤ Teacher's View of the Harmonized course Syllabus

- ☒ The harmonized course syllabus is preferred to teach the course
- ☒ Advanced speech course is taught based on the harmonized curriculum
- ☒ In principle, teachers can't teach the course outside of the curriculum
- ☒ The course contents in the modular syllabus may not have a problem
- ☒ The problem comes when teachers try to implement it in the classroom

- ✘ The modular approach is very tough and it doesn't allow the students to practice the skill
- ✘ Practicing the skill in the classroom is very challenging
- ✘ The syllabus needs some sort of modification
- ✘ It is difficult to cover the course within 48 hours
- ✘ The mood of delivery is shifted from practical to theoretical way of teaching
- ✘ Time is a big challenge
- The kind of Syllabus used by the Teacher
 - ✘ The old syllabus together with the harmonized syllabus is used to teach the course
 - ✘ The old syllabus was prepared by Bahir Dar University and it was used for many years before the arrival of the new curriculum
 - ✘ The teacher thinks that the old and the harmonized curriculum are consistent
 - ✘ The harmonized syllabus is bulky and the old one is short and precise
 - ✘ The contents and the activities in the old curriculum are less
- Consistency of the Teaching with different Syllabus
 - ✘ Since there is only one section of students each year, teachers can use their preferred syllabus
 - ✘ There is no problem to use any kind of syllabus
 - ✘ Exams are prepared commonly
 - ✘ Some of the teachers use the old syllabus and others use the harmonized syllabus to teach the advanced speech course especially for the summer program
 - ✘ But since there are many sections of summer students, teachers are forced to use the harmonized course syllabus only
- Teachers' View on the Major objectives of the Advanced Speech Course
 - ✘ Teachers think that students that are taking the advanced speech course have basic knowledge of spoken English I and spoken English II courses
 - ✘ Students are supposed to produce information
 - ✘ Students communicate in an extended manner
 - ✘ Extensive speech production
 - ✘ Enabling students to speak in an advanced manner

- ✎ One of the objectives of the advanced speech course is to enable students to speak in front of a gathering of people
- ✎ Making appropriate presentation
- ✎ Enabling students to be good speakers
- How Teachers achieve these objectives
 - ✎ Identifying the course into theoretical and practical parts is the first task to teach the course
 - ✎ The students learn the theoretical parts first
 - ✎ The students first see how a public speech is delivered, after that, they start the practical part
 - ✎ The students make a memorized, impromptu or spontaneous and lastly the extemporaneous speech in the classroom
 - ✎ The concern of the course is to give an opportunity to the students
 - ✎ Extended time should be given to the students to speak in an advanced manner
 - ✎ Teachers teach the theoretical aspect and leave the practical aspect to the students to practice it outside of the classroom
- 3. The role of the harmonized spoken English course syllabus on the development of the students' speaking skills
 - The pros and cons of the advanced speech course syllabus
 - ✎ Pros
 - ✓ The same kind of course is given in universities
 - ✓ Before the harmonized curriculum different spoken courses were given at different universities
 - ✓ It allows teachers to teach the same content
 - ✓ There is a detailed description of tasks in the syllabus
 - ✓ Students are equated on how to communicate with others
 - ✓ Students know how they can approach and in what manner they talk with friends
 - ✓ Contents in the syllabus are sorted from simple to complex
 - ✓ The communicator knows the heart feeling and attitude of the interlocutor
 - ✎ Cons
 - ✓ There are lots of problems with the syllabus

- ✓ Some of the topics and the activities are not familiar to students
- ✓ Even it is difficult for teachers to understand
- ✓ It is ideal
- ✓ No one uses the extra practice time outside of the classroom
- ✓ Students are not happy to learn additional hours
- ✓ The reference books listed in the syllabus are not accessible even at the university level
- ✓ Some of the activities are not attractive
- ✓ The assessment technique is rigid
- ✓ There is a mismatch between the contents of the syllabus and the real classroom practice
- ✓ The problem occurs while implementing it
- ✓ The students speaking skills will not be upgraded because the syllabus is not implemented in the classroom
- ✓ There is no sufficient time to practice the course

4. The Teaching of Advanced Speech Course

- Course Sharing Mechanism
 - ✗ A draw is used to share the courses
 - ✗ Courses are shared randomly
 - ✗ Common courses are preferred by teachers every year
 - ✗ Teachers think that common courses need little effort and preparation
 - ✗ Block courses are highly preferred over other courses
 - ✗ Advanced courses are not needed by all teachers because they are considered as burdens
 - ✗ Advanced speech course is not preferred because it consumes energy and there are no reference books
 - ✗ Teachers don't want to give advanced speech course for successive years
- Consistency of the Teaching with the harmonized syllabus
 - ✗ Though an old syllabus is used, the teaching is in line with the harmonized curriculum
 - ✗ No modification is made to the harmonized syllabus by the teacher

- ✘ A module is prepared as reference material for students in line with the harmonized syllabus
- ✘ No topic is taught outside of the harmonized course syllabus
- ✘ Objectives are taken and the contents are taken outside of the syllabus
- ✘ Teachers assume that sticking to the syllabus is not good
- ✘ The contents and the methodology of the syllabus are replaced by another content and methodology
- ✘ Lessons are sometimes given outside of the harmonized syllabus
- ✘ Since many concepts in the syllabus are challenging to students, teachers replace them with their own activities
- Teaching Methodologies used by the Teacher
 - ✘ Different methods are applied each day
 - ✘ Gapped lecture, pair discussions, group discussions, and questioning methods are used to teach the course
 - ✘ Time is a constraint to apply different methodologies
 - ✘ Methodologies are not meaningfully applied in the classroom
 - ✘ Games, role-play storytelling, picture narrations, debating, and discussions are used
 - ✘ The students are shown how they can communicate in the classroom and the rest practical aspect is left for students to practice them outside the classroom
- Consistency of the Teaching Methods with the syllabus
 - ✘ Teachers are not supposed to stick themselves to the syllabus
 - ✘ The teacher's own experience is used to teach the students
 - ✘ There is no problem if teachers do not follow the curriculum
 - ✘ Teachers select appropriate methodology by themselves
 - ✘ The students' background is taken into account while the teacher chooses appropriate methodology
 - ✘ Time is a big constraint to choose an appropriate methodology
 - ✘ The students are left alone to practice the skill by themselves
- Effectiveness of the Methods
 - ✘ We don't check the effectiveness of the techniques to improve the students' speaking skills

- ✗ The students do not show any kind of progress by taking this course
- ✗ Students learn this course only to score good grade
- ✗ Nobody cares for the improvement of students' skill
- ✗ Different techniques are applied only not to make the class boring
- ✗ Teachers have doubt to say the techniques that they used are successful to improve the students' speaking skills
- ✗ Using different techniques would be effective if there was sufficient time
- ✗ There are around 45 students in the classroom
- ✗ The teacher needs at least five minutes for each student
- ✗ Only 50 minutes are given to teach the course as one credit hour

5. Evaluation of the Activities

- Activities in the course syllabus
 - ✗ Most of the activities are not related to our culture
 - ✗ There is a repetition of activities
 - ✗ There is no variety of activities in the syllabus
 - ✗ The most dominant are pair work, group work, and drama
 - ✗ in the syllabus, activities have their own problems
 - ✗ The activities are concept-oriented
 - ✗ Concept oriented activities in the syllabus are replaced by other activities by the teachers
 - ✗ There are activities that don't fit the aim of the course
- Kinds of Activities Used to Teach the Course
 - ✗ Gapped lecture, pair work, and group work are used in the classroom
 - ✗ Other activities are not used because of a shortage of time
 - ✗ The majority of the course time is spent by teaching the theoretical parts
 - ✗ Games, role-plays, storytelling, picture narrations, debating, and discussions are used by the teacher

6. Instructional modules/materials and other resources being used for the advanced speech course

- ✗ The contents of the syllabus are not simple for the students
- ✗ There is imbalance between the practical and the conceptual part of the syllabus
- ✗ Teachers usually focus on the theoretical part of the course

- ✘ Students shall better read the conceptual part by themselves
- ✘ The main focus of the syllabus should be the practical part not the theoretical
- ✘ The majority of the time should be given for the practical aspect in the syllabus
- ✘ The conceptual part should be given as a reading assignment for students
- ✘ Some of the activities in the syllabus are not consistent with the students' background
- ✘ Students have no any opportunity to speak outside of the classroom
- ✘ Not only the practical aspect but the theoretical aspect of the course is not covered with the time given
- ✘ At least a quarter of the course is not covered if teachers teach practically
- ✘ The focus of the course should not be theory, it should be practice
- ✘ The module is used to teach the course
- ✘ The module is prepared by the course instructors
- ✘ The module is prepared in line with the course syllabus
- ✘ The module is prepared by referring to books and Wikipedia the Free Encyclopedia
- ✘ The module is prepared to teach the theoretical parts
- Materials used to teach the course
 - ✘ Modified materials are used to teach the advanced speech course
 - ✘ The contents that don't fit the students' background are replaced by other contents
 - ✘ Most of the teaching materials are taken from the Internet Site called Wikipedia the free Encyclopedia
 - ✘ Many documents are downloaded and used from Google to teach the theoretical part
 - ✘ Past teaching experience is used to teach the practical part of the course
 - ✘ The materials, the course outlines, and the methods that every teacher uses are different from teacher to teacher
 - ✘ College English Part I and II are used to teach the course
 - ✘ It is chosen because its contents and tasks are easy
- Books in the Library
 - ✘ There are few books in the library on speech
 - ✘ Students have little access to these reference materials
 - ✘ The materials that are listed in the syllabus cannot be found in the library
 - ✘ There are few materials which are closer to advanced speech course

- ✘ Teachers can use different materials, activities, and methodology but they should follow the objectives
- ✘ Modules are prepared by teachers who give the same course
- ✘ The books in the library are old
- ✘ The books in the library are not relevant to teach the course
- ✘ Students have no internet access so they are not advised not to use these old books as reference
- ✘ The books that are listed in the course syllabus are not found in the library

7. Assessment Method

- ✘ The students are evaluated on how practically they are able to speak at an advanced level
- ✘ The students are given a situation and they will speak
- ✘ The students are evaluated in groups and individually
- ✘ The assessment method is linear with the syllabus
- ✘ Memorizing a speech is given as a group assignment and one of the group members will present it and other group members will be asked oral questions
- ✘ Two individual quizzes and two group assignments are given as continuous assessment out of 60 percent
- ✘ Students are finally given a written final exam out of 40 percent
- ✘ The continuous assessment is done by giving assignments, presentations, and mid exams
- ✘ The written assignment is given for students
- ✘ The written assignment is out of twenty percent
- ✘ Three presentations are given out of thirty percent
- ✘ Two group and one individual presentation will be done
- ✘ The final exam is totally written

8. Language Laboratory and the usage of Audio-Visuals

➤ Language Laboratory

- ✘ There is a language laboratory and it is functional to some extent
- ✘ Students will not visit it because of a shortage of time
- ✘ The laboratory is not equipped with audio-visual materials

- ✘ The materials in the language laboratory are outdated
- ✘ The laboratory uses audio cassettes and some of the computers are not working
- ✘ Audio-visual materials are not used in the teaching of advanced speech

9. Feedback Provision

- Kind errors made by students
 - ✘ Many errors are made in spoken English classes.
 - ✘ Finding a student who can speak correct sentences is very difficult.
 - ✘ Pronunciation and grammar errors are made.
 - ✘ Words that are neither Amharic nor English are used.
 - ✘ Students' vocabulary knowledge is poor.
 - ✘ They made organization error.
 - ✘ The students become nervous when they are given presentations.
- How do teachers give feedback to their students?
 - ✘ Appropriate, timely, and constructive feedback should be given.
 - ✘ Giving comments is very challenging.
 - ✘ If feedback is given, there will be shortage of time.
 - ✘ Feedback is not given to cover the whole portions of the course.
 - ✘ Comments for group works are given.
 - ✘ The teachers don't give feedback to his students.
 - ✘ The students don't like feedback.
 - ✘ The students hate a teacher who gives much feedback.
 - ✘ The teachers believe that the students need only grades not comments.
 - ✘ Feedback is given for written assignments and tests.
 - ✘ Most teachers do not show the results of the students.
 - ✘ Shortage of time is a big constraint.
 - ✘ Giving comments to every student is a waste of time.
 - ✘ It is very difficult to give comments on presentations.
 - ✘ General comments are written on a paper and they are told to the whole class.
 - ✘ Feedback should not be given in the classroom.
 - ✘ Encouraging feedback should be given in the classroom.
 - ✘ Comments of improvement should not be given in the classroom.

- ✗ If comments of improvement are given in the classroom, the students will be humiliated.
- ✗ Giving feedback is a tiresome task.
- ✗ The teachers give feedback very rarely.
- ✗ Little feedback on group presentation is given.
- ✗ Errors are listed and told to the students.
- ✗ The teacher urges the students not to repeat the error.
- ✗ The students are not aware of their own errors.
- ✗ The students showed their teacher a confused face when they are told their problems.
- ✗ No time is allocated for feedback provision in the syllabus.
- ✗ It is difficult to improve the students' speaking problem by giving comments.
- ✗ Feedback is given only when the students make good things.
- ✗ Students will be frustrated if frequent comments are given.
- ✗ Comments of improvement should be tolerated and should be given outside the classroom.

Appendix 6: Verbatim Transcriptions of the Interview with Student 1

Interviewer: First of all, thank you very much for your cooperation.

Student 1: Never mind.

Interviewer: This interview aims to collect data on the practices of the spoken English course teaching at Debre Markos University. Your responses are used only for research purposes. Can we start the questions?

Student 1: Yes.

Interviewer: What do you know about the spoken English course syllabus or course outline?

Student 1: My overall knowledge about the course is the content or topic. Inside it, there is an issue of social interaction or societal communication. I think the course is all about this.

Interviewer: What do you think are the major objectives of the advanced speech course? How do you achieve these objectives in your daily learning?

Student 1: The main objectives of the course are to create communication between societies or between people and other people. Inside this, communicating with foreign people or with people that speak another language is the core point *[creating communication between societies]. [communicating with foreign people or with people that speak another language]*.

Interviewer: What else?

Student 1: In addition, it is used to deliver speeches on stage or to introduce our country's historical, cultural, and religious assets for foreigners *[to deliver speeches on stage or to introduce our country's historical, cultural, and religious assets for foreigners]*.

Interviewer: How do you achieve these objectives in your daily learning?

Student 1: I don't think I will acquire these skills practically from this course *[the student believed that he would not acquire these skills practically from this course]*. It is because the materials that we used and the methodologies used by our teachers are not appropriate *[it is because the materials that we used and the methodologies used by teachers are not appropriate]*. Therefore, it is not helpful to develop our skills practically. I am trying to improve my speaking skills by using

different methodologies like listening to different news from mass media, participating in different meetings, etc., but from the course, I get no new knowledge or skill because the materials and methods used will not allow us to practice the course *[listening to different news from mass media, participating in different meetings are the strategies used by the student]*.

Interviewer: Do you learn the advanced speech course based on the harmonized curriculum course syllabus? If yes, how do you evaluate the consistency of your learning in line with the harmonized course syllabus?

Student 1: The course syllabus and the contents that we learned every day are not consistent *[there is no consistency between the course syllabus and the contents that they learned every day]*. According to the course outline, we are supposed to learn based on a student-centered approach *[the syllabus recommends a student-centered approach, but the teaching is given based on a teacher-centered approach]*. We are supposed to be given group discussions and presentations. But practically, the teaching-learning process doesn't allow us to share our views and to discuss in groups in the English language *[the syllabus suggests group discussions and presentations, but practically they are not implemented]*. Though the objective of the course is to enhance our communication skills, the methods followed by the teacher and the number of students in the classroom will not allow us to improve our speaking proficiency *[the objective of the course and the classroom practice are not linear]*.

Interviewer: How do you check the consistency of the course syllabus with the topics that you learn each day?

Student 1: The teaching methodology that our teacher followed and the course outline are not consistent. We are supposed to learn using a student-centered methodology. We are supposed to be given many group discussions and group projects. The activities that we are given now will not allow us to communicate in English or develop our skills. *[The activities that are given to students will not allow the students to communicate in English]*. Though the course aims to develop our communication skills, the methodology of the teacher and a large number of the students in our classroom will not allow us to grasp that objective.

Interviewer: Do you take the advanced speech course with various teaching methodologies? What do you think are the dominant methods?

Student 1: Yes, our teacher uses different teaching methods. But those methods are not helpful in developing the skill. Usually, the teacher uses a lecture as a method of teaching *[the lecture method is used dominantly]*. Besides, group assignments are given *[group assignments are given]*. Only the group leader completes and presents the group assignment. All the group members are not participating equally in the group work, and all of them will not present their works. This practice is done because of a shortage of time *[all the group members are not participating equally]*.

Interviewer: What do you think are the dominant methods?

Student 1: The most dominant method is the lecture method. In addition to the lecture method, we were given a few group discussions and group presentations. As I told you, the course is given in a teacher-centered mode of delivery *[a few group discussions and group presentations were also given]*.

Interviewer: Have you received any handouts, workbooks, or any instructional materials for the advanced speech course so far?

Student 1: Sometimes we are given modules. Our teacher gave us one copy of a course outline for me *[the course outline is given]*. I am the representative of that section. Then I put that course outline in the nearest photocopy center, and other students will copy it with their own money. But almost half of the students will not copy materials because of a shortage of money. Besides, we were told to read a module in the library *[students are told to read a module in the library]*. There is only one module in the library, and it is not enough for all students. Then the teacher gave us short notes on each topic *[the teacher gave short notes on each topic]*. We never received instructional materials from our teacher for free *[the students never received instructional materials for free]*. He may give us one copy of the course outline, and we will copy it from the copy centers. He informed us to visit the library and read books and handouts there. But there are no sufficient books and modules in the library for all students *[there are no sufficient books and modules in the library]*.

Interviewer: Please, can you comment on the instructional modules, materials, and other resources being used for the advanced speech course? You may focus on their relevance, availability, accessibility, effectiveness, and timeliness.

Student 1: When we assess the books, they are not useful for the current teaching-learning process *[books in the library are not useful for the current teaching-learning process]*. Most of the books and the modules are bulky, and no one will cover them while learning the course. There are only a few books in the library. The number of books in the library and the number of students in the classroom are not proportional. Also, these books and modules are not accessible *[the books and modules are not accessible]*. On the other hand, the books in the library are very old *[the books in the library are very old]*. There are no new books in the library.

Interviewer: Do you think the teaching of advanced speech courses has really enhanced individual/student-centered learning? Why?

Student 1: There are more than 45 students in our class *[there are more than 45 students in the class]*. There is no time for this number of students to come out and present our assignments in front of the students *[there is no time for the students to come out and present their assignments]*. The teacher usually complained about a shortage of time. Therefore, the teaching of advanced speech courses never enhanced the individual/student-centered approach. The lecture method is the dominant method. *[The whole course is covered by the lecture method]*.

Interviewer: Do you think continuous assessment contributes towards the development of your speaking skills? How?

Student 1: The tests and assignments that I have taken so far will not contribute to the development of my speaking skills *[the tests and assignments that the students have taken so far will not contribute to the development of my speaking skills]*. We took different assessments for the sake of promoting to the next class level *[assessments are given for the sake of promoting to the next class level]*. For example, we are given written assignments for a spoken course. By doing this assignment, I may develop my writing skills *[written assignments were given, and that will enhance the students' writing skills]*. In addition, we were given group projects. These assessments do nothing for the development of our speaking skills. If we were given a presentation or debate, it would be vital for our speaking skills *[the students need a practical assessment]*. But we used a written assignment and a written final exam as major assessment criteria. Although there is a practical assessment, only group leaders are allowed to present it. Others are not included in the

practical presentation *[there is a practical assessment, but only group leaders are allowed to present it]*.

Interviewer: What tools do your teachers frequently use for continuous assessments? Do these tools measure your speaking skills?

Student 1: Group work is the most dominant assessment method *[group work is the most dominant assessment method]*. The written part of the group work is submitted as a written assignment *[the group work was submitted as a written assignment]*. Then this group work will be presented by the group leaders only. Other group members will sit down and listen to the presentations. In the end, all group members will be asked a few questions to check their participation level in the group work. The focus of the assessment is on the group leader. If the group leader performs better, the group members will get better marks, and vice versa. This is done because of a shortage of time. The teacher is always complaining about a shortage of time. He said that there is no time for all students to be assessed practically.

Interviewer: How does the teacher give marks to the other group members?

Student 1: It depends on the kind of answer that they give to the teacher when he asks them *[the mark of other group members depends on the kind of answer that they give to the teacher when he asks them]*. As I told you, to check whether the rest of the group members participated in the group work or not, he asked them a few questions. If they answer it correctly, they get better marks. If they can't answer it, they will get fewer marks. So all group members will get different marks, though the assignment is one, and this is not a fair assessment *[there is no such thing as a fair assessment]*.

Interviewer: Do you use a language laboratory and other audio-visual materials to learn the course?

Student 1: We never used a language laboratory or an audio-visual aid *[the students never used a language laboratory or an audio-visual aid]*. Our teachers said that there is a language laboratory, but we haven't visited it. I don't know what it looks like. There are no audio-visual materials that are used to teach the course.

Interviewer: Please, can you tell me what the strengths and weaknesses of the teaching of spoken English courses are?

Student 1: The objectives of the course are one of the strong aspects of learning this course [*the objectives of the course are strongly accepted*]. The course will allow us to communicate with the rest of the world in the English language. It helps us learn how to make an effective public speech. One of the weaknesses of the course is a shortage of time [*a shortage of time is one of the major problems*]. Sufficient time is not allocated to cover the theoretical and practical parts of the course. In addition, the mode of delivery is totally lecture-based; it would be better if we learned it practically. The assessment method is also another weakness of the course delivery [*there is a problem with the teaching-learning process and the assessment methods*].

Interviewer: At last, is there anything that you would like to add?

Student 1: No, I haven't. I have said all I wanted to say.

Interviewer: Thank you very much for your cooperation!

Student 1: Never mind.

Appendix 7: Verbatim Transcriptions of the Interview with Student 2

Interviewer: First of all, thank you very much for your cooperation.

Student 2: Never mind.

Interviewer: This interview aims to collect data on the practices of the spoken English course teaching at Debre Markos University. Your responses are used only for research purposes. Can we start the questions?

Student 2: Yes.

Interviewer: What do you know about the spoken English course syllabus or course outline?

Student 2: Ok, the teacher gave us a course outline for the advanced speech course *[a course outline was given to the students]*. Uh, only one paper was given to the whole class. According to the data on the course outline, the course is very difficult and there are many new concepts *[the course is very difficult] [there are many new concepts in the course]*. I think this is the third speaking course that we have taken so far.

Interviewer: What do you think are the major objectives of the advanced speech course? How do you achieve these objectives in your daily learning?

Student 2: I think one of the major objectives of the Advanced Speech course is to speak fluently *[speaking fluently is the objective]*. As you know, most Ethiopian students are not fluent in speaking. Even some of our teachers are not fluent. There are some teachers who use Amharic to teach English courses. So the course will make us fluent. The other objective is avoiding fear *[avoiding fear is the other objective]*. When presentations are given, every student fears standing in front of them. So the course will help us to minimize our fears.

Interviewer: Do you learn the advanced speech course based on the harmonized curriculum course syllabus?

Student 2: I am not sure, but most of the teacher's teaching is consistent with the course outline *[the teaching of the Advanced Speech course is consistent with the course outline]*. There are many topics that the teacher jumped because of a shortage of time *[many topics are jumped because of time]*. Sometimes our class room is taken by other students, and our class time will be burned.

Interviewer: Do you take the advanced speech course with various teaching methodologies? What do you think are the dominant methods?

Student 2: Most of the time, we have group works *[most of the time, group works were given]*. Personally, I don't like group work. When we are given group work, the whole burden is on me. Other group members never helped me. They only helped me collect money for printing and binding. Otherwise, none of my members contributed any ideas for the assignment *[group works were not liked by group leaders because they did most of the task]*.

Interviewer: Have you received any kinds of handouts, workbooks, or instructional materials for the advanced speech course?

Student 2: Yeah, particularly our advanced speech teacher has given many or important handouts on how to improve the guidelines that help us to improve our speaking ability *[many handouts were given to the students on how to improve their speaking skills]*. We human beings have different qualities. To achieve these qualities, we should speak clearly and correctly and follow different guidelines. These guidelines have been put on different materials. So that material has been given to us by our instructor. So, uh, we are able to read that material.

Interviewer: Are you given a course outline?

Student 2: Yea, he has already given us *[a course outline was given]*.

Interviewer: Are the reference books listed on the course outline available in the library?

Student 2: Uh, the reference books are available *[reference books are available in the library]*. But since the time is very short, we are not initiated to read those books or guides from the library. That indicates our weakness due to a shortage of time *[the students were not initiated to use reference books]*.

Interviewer: Can you comment on the instructional modules or materials being used by the teacher? You may focus on its relevance, availability, accessibility, effectiveness, and timeliness.

Student 2: Yeah, uh, I appreciate how the instructors prepared the module because the modules are very well prepared, precise, and clearly presented in a logical manner *[modules are very well prepared, precise, and clearly presented in a logical manner]*. So each and every student can

understand that material or that guideline clearly. As for myself, I have already covered the text clearly and precisely. So, they are easy and understandable *[they are easy and understandable]*.

Interviewer: Do you think the teaching of advanced speech courses has really enhanced individual or student-centered approaches?

Student 2: Yeah, communication could be improved if the method of teaching is student-centered. In a group, the teacher has given us one task. During that time, we were discussing each other, and at the end, we reflected on our personal view or point in front of the class *[a task was given to the students, and after that, they reflected to the whole class]*. During that time, we performed the student-centered method *[student centered was implemented when group discussions were given]*. So, uh, the teacher used this method of teaching to teach the students. But for other courses, the lecturers simply use the lecture method to teach the course. They simply write the notes on the board and emphasize that note, which may save their time *[lecture method was used most dominantly]*. So most of the time, most of the teachers use this method.

Interviewer: To what extent is continuous assessment implemented in the teaching of advanced speech course?

Student 2: Ok, continuous assessment has been performed or given for us within a group *[continuous assessment was implemented in group work]*. Some of the teachers give continuous assessments within a group. For example, our advanced speech teacher gives continuous assessments for us in the group. Within a group, we have seen it in detail. After we discussed the issue, we reflected to the whole class. Sometimes, we were given assessments individually *[sometimes individual assessments were given]*. So, most of the teachers use it in groups, and the others use it for individual work.

Interviewer: Do you visit or do some practice in the language laboratory?

Student 2: Yeah, uh, I want to do some practice in the language laboratory. But I am not lucky because there is no a language laboratory *[there is no a language laboratory]*. No audio-visual materials were used to teach the course *[no audio-visual materials were used]*. For example, there is an ELIC program. In this program, I did not get enough support or get a material. Even in the place where we live, there are no accessible materials to develop our English.

Interviewer: So, are you saying that there are no audio-visual materials at the university?

Student 2: Yes, there are no audio-visual materials. The language laboratory is built as a sample. It does not mean that the audio-visual materials can be given to us as an assistant, or simply that they are given or put as a sample.

Interviewer: Please, can you tell me what the strengths and weaknesses of the teaching of spoken English courses are?

Student 2: Yeah, uh, we do not have enough time [*shortage of time to cover the course*]. Uh, there are only two months; in these two months, we cover all the content. Some of the contents have not been covered in a short time [*some of the contents might not be covered*]. As a result, the teacher simply highlights the content because it is impossible to cover within a short time. Shortage of time is one of the limitations or weaknesses of the teaching. On the other hand, there is a strong side to learning the course. Our teachers are clever [*teachers are clever*]. They are helping us in many ways. They give me advice to be competent in my scores. That is it.

Interviewer: Thank you very much indeed!

Student 2: No problem

Appendix 8: Verbatim Transcriptions of the Interview with Student 3

Interviewer: First of all, thank you very much for your cooperation.

Student 3: It is okay.

Interviewer: This interview aims to collect data on the practices of the Advanced Speech course taught at Debre Markos University. Your responses are used only for research purposes. Can we start the questions?

Student 3: Yes.

Interviewer: What do you know about the spoken English course syllabus or course outline?

Student 3: Okay, uh, the Advanced Speech course is a course that is given when we become senior students. It is a challenging course. Uh, by the way, we take three spoken English courses. We took spoken English I and II courses last semester. We finished them in a month and a half. But this one is difficult. We didn't finish the course, but it was a difficult one from the beginning.

Interviewer: I think you don't understand my question. Let me make it brief. Do you know something about the Advanced Speech course syllabus?

Student 3: Uh, course syllabus? Do you mean the handout? We received many handouts for our learning from many teachers [*students were given a course outline*]. It is a plan for the course. By looking at the course outline every time, we continue the teaching-learning process. Only one copy is given to the whole class through the representative, and we copy it from the photocopy centers. That photocopied course outline shows all the topics of the course. The assessment technique and amount are also written in the course outline. But we do not learn directly by using the course outline [*the teacher's teaching is not linear with the course outline*].

Interviewer: What do you think are the major objectives of the advanced speech course? How do you achieve these objectives in your daily learning?

Student 3: I think, uh, the major objectives of the Advanced Speech course are not different from the objectives of Spoken English I and II courses [*the major objectives of the Advanced Speech course are not different from the objectives of Spoken English I and II courses*]. It is a repetition. So, the objectives of the Advanced Speech course are to improve students' speaking skills as if

they were foreign speakers *[to improve students' speaking skills as if they were foreign speakers]*. Theoretically, if you finish this course carefully, you will speak like foreigners. But practically, we don't see any change in our speaking *[practically, we don't see any change in our speaking]*. According to the course, learning the advanced speech course helps us to speak like clever politicians. Speaking like that is expected from all of us. As English language and literature students, we are required to speak like foreigners. So, it is essential because most of us will be teachers uh, I mean English language teachers. As you know, English language teachers are expected to be clever in the language. Teachers explain every issue in English, and if they are not clever in English, they will face problems in front of their students. Speaking English is the key to learning all other subjects. If we don't know English, then we will not understand other subjects. So, the objectives are helpful to improve our speaking skills, and if our speaking skills are nice, we will be clever English language teachers *[the objectives are helpful to improve our speaking skills]*. If we don't become teachers, we will be assigned to offices. For example, most students from the department become communication officers in different governmental organizations.

Interviewer: Do you learn the advanced speech course based on the harmonized curriculum course syllabus?

Student 3: As I told you, oh, we don't learn the advanced speech course page by page from our module *[we don't learn the advanced speech course page by page from our module]*. First, the teacher gave us the course outline. Then, he covered some topics, and he gave the rest to us in the form of assignments *[some topics are covered by the teacher, and the rest are left for students in the form of assignments]*. The assignments are individual and group presentations. We share topics, we present them, and that is the end of the course. If we try to learn the course page by page from the module, we will face a shortage of time. If the students try to learn the course page by page from the module, they will face a shortage of time. For example, many topics in the spoken English I and II courses are left without being covered by the teacher or by the students. The same thing will happen if we learn all topics page by page. By the way, the contents of the course are many *[the contents of the course are many]*.

Interviewer: Do you take the advanced speech course with various teaching methodologies? What do you think are the dominant methods?

Student 3: Yes, the teacher used many teaching methods to teach the course *[many teaching methods to teach the course]*. Most of the time, the teacher teaches us *[the lecture method was used]*. The majority of the course time is covered by the teacher *[the majority of the course time is covered by the teacher]*. Then the remaining time is given to us for doing and presenting assignments. We were given group discussions in the middle of the teacher's lecture *[group discussions were given in the middle of the teacher's lecture]*. No other teaching method is used for the advanced speech course.

Interviewer: Have you received any kinds of handouts, workbooks, or instructional materials for the advanced speech course?

Student 3: Okay, for this course, the teacher gave us a course outline *[a course outline was given]*. The course outline was given only to the class representative. Only one copy was given, and the representative put it at the photocopy center. Then every student copied it from there. Besides that, there are few copies of the advanced speech module at the library *[there are few copies of the advanced speech module at the library]*. During exams, our chance of getting the module is very low because it will be taken by other students. No other material has been given to us up to this time *[no other material has been given to the students]*. All the time, the teacher ordered us to refer to the course module, but it is not enough for every student. In addition, the course module is not complete. Many important pages were cut out by some selfish students.

Interviewer: Can you comment on the instructional modules or materials being used by the teacher? Especially, you may focus on its relevance, availability, accessibility, effectiveness, and timeliness.

Student 3: Uh, the only instructional material given to us is the course module *[the only instructional material available to the students is the course module]*. There is also the course outline. As I told you before, the number of copies and the number of students are not equivalent. There are only three or four copies. Up to now, I have seen the module once or twice. I referred it to our group assignment. I cannot comment on the material since I haven't finished reading it.

Interviewer: Do you think the teaching of advanced speech courses has really enhanced individual or student-centered approaches?

Student 3: I don't think that the teaching of the Advanced Speech course promoted the student-centered approach *[the teaching of the Advanced Speech course doesn't promote the student-centered approach]*. As I said earlier, 90–95% of the course is given in lecture mode of delivery. Only a few group discussions, one individual, and one group presentation are given *[a few group discussions, one individual, and one group presentation were given]*. So, I can't say that the student-centered approach is implemented properly for the teaching of advanced speech courses *[the student-centered approach is not implemented properly]*.

Interviewer: Do you think continuous assessment contributes towards the development of your speaking skills? How?

Student 3: I can't say that continuous assessment enhanced my speaking skills *[continuous assessment doesn't enhance the students' speaking skills]*. So much time is not given to us for practice, and as a result, the focus of the teaching and learning was covering the theoretical parts *[ample time is not given to the students for practice]*. So, without any practical sessions, it is difficult to improve my speaking skills. Only one group and one individual presentation are given, and they are not sufficient to improve our speaking skills *[one group and one individual presentation were given]*.

Interviewer: What tools do your teachers frequently use for continuous assessments? Do these tools really measure your speaking skills?

Student 3: Our teacher used assignment, one individual, and one group presentation as assessment techniques *[one individual and one group presentation were given]*. The group assignment was both written and presented. First, we were given topics in the form of drawings, and then we wrote a maximum of 10 pages of assignments. Then one of the group members, usually the group leader, presented it *[the group presentation was presented by the group leader]*. Unfortunately, I am a group leader. I said unfortunately because being a group leader is one of the worst things. I can say that all the group tasks are loaded on us *[all the group tasks were loaded on group leaders]*. For example, I do the group work and, at the same time, I present it. Other group members do little things for the group. When they go to sleep after finishing their day-to-day tasks, I continue reading and doing the group assignment. The teacher told us that other group members would be asked a few questions to check their participation, but he didn't do that *[other group members were asked*

a few questions to check their participation]. Then we were given individual presentations. All three assignments are taken out of 60%. Each is taken out of 20% *[three assignments were given out of 60%]*.

Interviewer: Do these tools really measure your speaking skills?

Student 3: I don't think so *[tools really measure your speaking skills]*. For example, I made presentations two times: once as an individual and once as a group. This happens because I am a group leader. Except for five or six group leaders, all other group members have only one individual presentation. Even after having two chances to present, I couldn't say that the continuous assessment really measures my speaking skills *[the continuous assessment doesn't measure the students' speaking skills]*. As you know, the final exam is also written, which will be given out of 40% *[the final exam was written, which was given out of 40%]*.

Interviewer: Can you comment on your experiences using a language laboratory and audio-visual materials?

Student 3: No, we don't use a language laboratory *[we don't use a language laboratory]*. There are no audio-visual materials either *[there were no audio-visual materials]*. We simply learn in the classroom.

Interviewer: Please, can you tell me what the strengths and weaknesses of the teaching of spoken English courses are?

Student 3: Having such a clever teacher, I think, is one of the strong sides of the teaching and learning process. Not only him, but all the teachers in the department are good. On the other hand, lack of sufficient practice, lack of audio-visual materials, and a language laboratory are some of the weaknesses of the teaching-learning process. *[lack of audio-visual materials and a language laboratory]*.

Interviewer: At last, is there anything that you would like to add?

Student 3: No, I haven't. I have said all I wanted to say.

Interviewer: Thank you very much for your cooperation!

Appendix 9: Verbatim Transcriptions of the Interview with Student 4

Interviewer: First of all, thank you very much for your cooperation.

Student 4: It is okay.

Interviewer: This interview aims to collect data on the practices of the Advanced Speech course teaching at Debre Markos University. Your responses are used only for research purposes. Can we start the questions?

Student 4: Yes.

Interviewer: What do you know about the spoken English course syllabus or course outline?

Student 4: The Advanced Speech course is one of the most difficult courses in my life [*it is a difficult course*]. There are many concepts that I haven't learned before [*there are many new concepts*]. Before this time, we had taken the Spoken English I and II courses. They were difficult, but this one is the most difficult of all.

Interviewer: Okay, you will tell me that latter. The question for now is: What do you know about the advanced speech course syllabus?

Student 4: Excuse me, what is a course syllabus?

Interviewer: A course syllabus is a short description of a certain course that is extracted from a curriculum. I think you know something about a curriculum.

Student 4: No

Interviewer: A curriculum is a policy document that consists of a set of courses to be given to a certain education level and specific field of study. For instance, it is a general guide to opening a certain department at a university. It encompasses many concepts, from the aims of the program to the physical infrastructure and resources to provide a certain course, contents, methods, activities, assessments, etc. Based on the nature of each course, a curriculum could be classified into different portions called a syllabus. For instance, the harmonized curriculum of English language and literature consists of 74 syllabi because there are 74 courses given to the students at

different levels. So, a syllabus is a description of a certain course, and it consists of ideas starting from the course objective to the assessment.

Student 4: Yea, I got it. I think you mean the course outline *[the course syllabus is the same as the course outline]*. One copy of the course outline for this course was given to us *[a copy of the course outline was given]*. Then we photocopied it from stationaries. I think it is a six-page document. We read it on our first day. I don't use it most frequently because it has only the topics of the course and the assessment methods.

Interviewer: What do you think are the major objectives of the advanced speech course? How do you achieve these objectives in your daily learning?

Student 4: I believe the main goals of the course are to enable students to use English at an advanced level *[to enable students to use English at an advanced level]*. Making effective presentations and performing public speeches are other objectives *[making effective presentations]* and *[performing public speeches]*. One of our major problems in presentations is nervousness. So, stage fright management is the other major objective (the student was looking at the soft copy of the course outline on his mobile phone when he said this) *[stage fright management is the other major objective]*. Generally, the objective of the course is to make us fluent speakers of the language *[to make us fluent speakers of the language]*.

Interviewer: How do you achieve these objectives?

Student 4: I think the syllabus says nothing about how we can achieve it *[the syllabus says nothing about how we can achieve it]*. But, as our teacher frequently says, "practice makes perfect." So, we need to practice the language inside and outside the classroom *[we need to practice the language inside and outside the classroom]*. To speak frankly, no one makes practice. We speak in Amharic both inside and outside the classroom *[Amharic was used everywhere]*. Even most of our teachers used Amharic to explain some concepts *[teachers use Amharic to explain some concepts]*. So, I don't think that we will grasp the objectives in the intended manner.

Interviewer: Do you learn the advanced speech course based on the harmonized curriculum course syllabus? How do you evaluate its consistency?

Student 4: What is the harmonized course syllabus?

Interviewer: The harmonized course syllabus is the syllabus that is extracted from the harmonized curriculum, which was prepared in September 2013. It is the current implemented curriculum.

Student 4: Okay, I am not sure the kind of syllabus that our teachers use [*the student is not sure what kind of syllabus that their teachers used*]. But our Advanced Speech teacher teaches every concept from the course outline, and nothing is outside of it [*the teacher taught based on the course outline*]. Sometimes, I followed my teacher by relating his teaching to the handout that we were given. So, if the harmonized curriculum is similar to the course outline, I can assure you that we are learning everything from the syllabus. I could say that it is linear.

Interviewer: Do you learn the advanced speech course with various teaching methodologies? What do you think are the dominant methods?

Student 4: I could not say that we learn the Advanced Speech course by various teaching methods [*various teaching methodologies were not applied*]. For unknown reasons, the teacher uses a few teaching methods repeatedly [*a few teaching methods were used repeatedly*]. The most dominant teaching method is the lecture method [*lecture is the dominant teaching method*]. Not only the advanced speech instructor, but all of the teachers use the lecture method most dominantly. The whole class time is covered by teachers' talk [*the whole class time is covered by teachers' talk*]. On the other days, they give us group discussions [*group discussions were given for a few minutes*]. But the group discussion lasts for a few minutes. To tell you the truth, most of the students do not discuss by that time; instead, they start to talk about their boy or girl friend or the most beautiful girl in the class [*most students talk about unrelated issues in group discussions*].

Interviewer: Have you ever asked to reflect your group's views on the whole class?

Student 4: No, never. We simply discussed the issue, and the teacher never asked us to present the points of our discussion to the whole group [*they were not asked to reflect the points that they raised in the group discussion to the whole class*].

Interviewer: What other teaching methods does your teacher use?

Student 4: As I told you before, the lecture method is the dominant method. For a few days, group discussions were used. In addition to that, we were given individual and group presentations

[individual and group presentations were given]. But the most dominant method of teaching is the lecture method.

Interviewer: Have you received any handouts, workbooks, or any instructional materials for the Advanced Speech course so far?

Student 4: Yes, the teacher gave us a course outline at the beginning of the class *[a course outline was given at the beginning of the course]*. Only one hard copy was given to the class representative. Then he put it at a photocopy center, and every student copied it from there. Apart from that, no other teaching material was given to us *[no other teaching material was given to them]*. The course, as I told you, is a very challenging one. There are many new concepts. But the teacher didn't give us reference materials or handouts *[no reference materials or handouts were given to them]*. Sometimes, we tried to browse the internet whenever we were given assignments. But the teacher refused to allow us to do so *[the teacher refused to allow the students to use the internet as a reference]*. There are some students who have copied everything from the internet. Because of these students, every student refuses to use the internet sites as references. In addition, we could not find reference books on the Advanced Speech in the library *[there were no reference books on the Advanced Speech in the library]*.

Interviewer: Can you comment on the instructional modules or materials being used by the teacher? You may focus on its relevance, availability, accessibility, effectiveness, and timeliness.

Student 4: There are some copies of the Advanced Speech course module at the library *[there are some copies of the Advanced Speech course module at the library]*. I never see one. Since there are limited copies, the modules are always busy. Every student used them in rotation. So, you couldn't find them whenever you wanted them *[the modules couldn't be found whenever the students needed them]*. The librarians always said that the module was taken by some students. Another issue with this course module that I've heard from my friends is that some essential pages of the module have been removed *[some essential pages of the module have been removed]*. There are some bad students who are doing this. Therefore, the module is not complete *[the module is not complete]*.

Interviewer: How about the reference books in the library?

Student 4: Yea, that is a good issue. I want to tell you that all the reference books that are listed in the course outline could not be found in the library. We asked our teachers about this, and they responded that this problem is also theirs. So, there is nothing that they can do. Other books in the library are very old and have no relation to the Advanced Speech course [*the timeliness of the books is questionable*]. Therefore, all of us depend on the course module. But the problem is that some of the pages in every copy of the module are missing. So, we could not have a complete reference book. We could not get the module whenever we wanted [*the availability of the books is questionable*].

Interviewer: Do you think the teaching of advanced speech courses has really enhanced individual or student-centered approaches?

Student 4: I think the teaching of the Advanced Speech course is not 100% student-centered. Not only for the Advanced Speech course, but for most of the courses that we take, teachers do not implement the student-centered approach. The most dominant teaching method is the lecture method [*lecture is the dominant teaching method*]. Most of the class's time is covered by the teachers' lectures. In the middle, a few group or pair discussions might be given, and individual and group presentations might be given as well. But it took a very short amount of time to complete the course. I could say that 95% of the course time is covered by a lecture method.

Interviewer: Do you think continuous assessment contributes towards the development of your speaking skills? How?

Student 4: I don't think so. Continuous assessment by any means could not measure my speaking skills [*continuous assessment by any means could not measure my speaking skills*]. One of the issues with this is that we do not receive continuous evaluations. Our teacher said that he would be happy to give us at least one assessment each week. But he said that our number is not unmanageable to do so [*large class size is one of the reasons for not assessing continuously*]. So assessments are given to us very rarely [*a few assessments were given*]. I think continuous assessment is given as part of course completion. No one cares whether each continuous assessment measures or enhances our speaking performance. For instance, if I score 'A' in this course, it doesn't mean that I'm perfect at speaking. On the other hand, if I scored 'F' in this course, it doesn't mean that my speaking performance is zero. So, continuous assessment does not measure

my ability not only for this course but for all other courses as well *[continuous assessment was not given to measure or enhance the students' speaking skills]*.

Interviewer: What tools do your teachers frequently use for continuous assessments? Do these tools really measure your speaking skills?

Student 4: Only a few tools have been used so far. The first is group work *[group work was used]*. The group work is a group assignment and presentation *[group assignments and presentations were given]*. First, we prepare a written assignment to be submitted on the presentation day. The teacher told us that one presenter from the group would be selected randomly *[the presenter of the group work was selected randomly]*. But, on the presentation day, only the group leaders presented it *[only group leaders presented the group work]*. The teacher was asking some random questions to some members to check whether they had participated in the group work or not *[other group members were asked a few questions]*. The other assessment is an individual presentation. It was a memorized speech on some selected topics *[an individual presentation on a memorized speech was given]*. For instance, my topic was 'Bahir Dar City'. I chose this topic because I was born and raised in this city. A maximum of 5 minutes were given for the presenters, but I finished it, I think, in 2 minutes and a few seconds. Not only me, but others have finished it in less than 2 minutes *[students presented their speeches for not more than 3 minutes]*. I think you were observing us. Most of us have major problems speaking *[most of the students have major problems speaking]*. We are supposed to be better at speaking since we are English major students. But, since most of us come from rural areas, our English is bad.

Interviewer: Can you comment on your experiences using a language laboratory and audio-visual materials?

Student 4: I think there is a language laboratory in our university. But we never visited it *[the students never visited the language laboratory]*. I don't know the function of a language laboratory. Even the course outline frequently mentions the issue of a language laboratory. As a student, I wish to visit a language laboratory, but they said it is not functional.

Interviewer: Please, can you tell me what the strengths and weaknesses of the teaching of spoken English courses are?

Student 4: In my opinion, the strengths of the Advanced Speech course teaching are that it enables us to know the detailed concepts of speaking skills *[it enables them to know the detailed concepts of speaking skills]*. How to make an effective speech and how to control nervousness are its strong sides *[it helps them know how to make an effective speech and how to control nervousness]*. On the other hand, the absence of practical sessions, the dominance of the teachers' talk in the classroom, the absence of a language laboratory, and the shortage of the latest reference books and modules are some of the problems we faced while learning the Advanced Speech course.

Interviewer: At last, is there anything that you would like to add?

Student 4: No, I haven't. I have said all I wanted to say.

Interviewer: Thank you very much for your cooperation!

Student 4: Ok.

Appendix 10: Selective Coding of the Students' Interview

1. The syllabus

- Students' view of the spoken English course syllabus or course outline
 - ✓ The course is used to create social interaction or societal communication
- Major objectives of the course as understood by the students
 - ✓ creating communication between societies
 - ✓ communicating with foreign people or with people that speak another language
 - ✓ to deliver speeches on stage
 - ✓ to introduce our country's historical, cultural, and religious assets to foreigners
- Methods used by the students to achieve the objectives of the course
 - ✓ the student believed that he will not acquire these skills practically from this course
 - ✓ it is because the materials that we used and the methodologies used by teachers are not appropriate
 - ✓ listening to different news from mas media, participating in different meetings are the strategies used by the student

2. The teaching-learning process

- Consistency of the teaching-learning process with the harmonized course syllabus
 - ✓ there is no consistency between the course syllabus and the contents that they learned every day
 - ✓ the syllabus recommends a student-centered approach but the teaching is given based on a teacher-centered approach
 - ✓ the syllabus suggests group discussions and presentations but practically they are not implemented
 - ✓ the objective of the course and the classroom practice are not linear
- Consistency of the course syllabus with the topics covered each day
 - ✓ the teaching methodology that their teacher followed and the course outline is not consistent
 - ✓ The activities that are given for students will not allow the students to communicate in English

3. Teaching Methods

- Teaching methodologies employed in the teaching-learning process

- ✓ the teacher uses different teaching methods
- ✓ those methods are not helpful to develop the skill
- ✓ lecture method is used dominantly
- ✓ group assignments are given
- ✓ group assignment is done and presented only by the group leader
- ✓ All the group members are not participating equally
- The dominant method used to teach the course
 - ✓ The most dominant method is the lecture method
 - ✓ few group discussions and group presentations were also given
- The teaching of advanced speech course and individual/student-centered learning
 - ✓ there are more than 45 students in the class
 - ✓ There is no time for this number of students to come out and present their assignments
 - ✓ The whole course is covered by the lecture method

4. Instructional Materials

- Instructional materials given to the students
 - ✓ a course outline is given
 - ✓ students are told to read a module in the library
 - ✓ the teacher gave short notes on each topic
 - ✓ There is only one module in the library and it is not enough for all students
 - ✓ the students never received instructional materials for free
 - ✓ there are no sufficient books and modules in the library
- The relevance, availability, accessibility, effectiveness, and timeliness of the instructional materials
 - ✓ books in the library are not useful for the current teaching-learning process
 - ✓ Most of the books and the modules are bulky
 - ✓ There are only a few books in the library
 - ✓ There are no newly arrived books
 - ✓ the books in the library are very old
 - ✓ the books and modules are not accessible

5. Assessments Employed

- Students' view of their continuous assessment

- ✓ the tests and assignments that the students have taken so far will not contribute to the development of my speaking skills
- ✓ assessments are given for the sake of promoting to the next class level
- ✓ written assignments were given and that will enhance the students' writing skills
- ✓ the students need a practical assessment
- ✓ there is a practical assessment but only group leaders are allowed to present it
- Tools used for continuous assessment in the course
 - ✓ group work is the most dominant assessment method
 - ✓ The group work is submitted as a written assignment
 - ✓ the mark of other group members depends on the kind of answer that they give to the teacher when he asked them
 - ✓ there is no is not a fair assessment
- 6. Language laboratory and audio-visual materials
 - Usage of language laboratory and other audio-visual materials
 - ✓ the students never used a language laboratory or an audio-visual aid
- 7. Strengths and weaknesses of the teaching of advanced speech course
 - The strengths and weaknesses of the teaching of advanced speech course
 - ✓ the objectives of the course are strongly accepted
 - ✓ shortage of time is one of the major problems
 - ✓ there is a problem with the teaching-learning process and the assessment methods

Appendix 11: Transcription of Classroom Observation 1

Teacher: T1

Students: Second-year students of English Language and Literature

Date: November 18, 2019

Class Time: 8:00–9:00 AM

Topic: Public Speech

Syllabus Used: The ‘old’ Syllabus

Material Used: Advanced Speech and Communication Module

Number of students in class: 49

Duration: 39 minutes.

The teacher arrived at the class at 8:13 AM. (13 minutes late)

The teacher greeted the students: “Good morning, everyone.”

The students: Good morning, teacher.

Then the teacher took two papers that consisted of the lists of the students in the class.

The teacher said to the students, “As usual, let’s check who is present and who is absent." Please say yes as I call your names”.

After that, the teacher called the names of all the students. The teacher told them to say “yes" while he called their names. But most of the students were saying “abet” in Amharic. Seven of the students were absent.

The teacher put the papers in his bag and took another book. While turning the pages, he asked the students whether they were doing the assignment that they had been given before.

Only a few students responded ‘yes’ with a lower tone.

The teacher then wrote the following on the board:

- ✓ Public Speech
- ✓ Things to be Considered in Public Speech
 - Various speech delivery methods
 - The role of non-verbal signals in making a speech
 - Preparing outlines for making a speech
 - Demonstrate your readiness to deliver effective public speeches.

As the teacher wrote those things, he was saying, ‘Today we are going to see another concept, which is public speaking. There are four issues to be considered while making a public speech, and for today, we are going to the first two, which mean various speech delivery methods and the role of non-verbal signals.’ He was memorizing the word as he spoke.

He asked his students whether they knew various speech delivery methods or not. However, none of the students responded to the question. At this time, the door was knocked on loudly. It seems the teacher was not disturbed by the sound of the door. He continued explaining what a memorized speech is and opened the door. There were two latecomers. He asked them in Amharic. “አስካሁን የት ነበራችሁ?” One of the students responded to the teacher with a very low voice, which was not audible to the researcher. Then he permitted them to come in.

The teacher explained various speech delivery methods and the role of non-verbal signals for more than 16 minutes. He gave some examples from the material. The teacher explained a few issues, and he gave one example in Amharic.

After that, he asked the students to form groups and started writing questions for discussions. He wrote the following on the board:

Discuss the following:

- ✓ What do you think are the various speech delivery methods?
- ✓ Discuss the role of non-verbal signals in making a public speech.

The students were not forming groups until the teacher finished writing the above questions. He ordered them to form groups again. The whole class was disturbed as the students moved their chairs. Nine groups were formed. Only one of the groups had four members, and the rest had five or six members.

After that, the researcher sat down and started writing something on a piece of paper. No supervision was given by the teacher.

The researcher tried to listen to the neighboring two groups. All the group members used Amharic in their discussions. Two of the group members were reading something on their mobile phones while others tried to do the task. Some students saw something across the window. The students showed an exhausted face in the discussions. After some minutes, all of the group members started to talk about another issue.

The teacher was still writing on that piece of paper. After a few minutes, he stood up and said, “On Wednesday, we will continue the rest of the two topics; don’t forget to prepare yourself for the presentation.”

Appendix 12: Transcription of Classroom Observation 2

Teacher: T1

Students: Second-year students of English Language and Literature

Date: December 9, 2019

Class Time: 11:20–12:20 AM

Topic: Analysis of Audiences

Syllabus Used: The Harmonized Syllabus

Material Used: Advanced Speech and Communication Module

Number of students in the class: 41

Duration: 42 minutes.

The teacher arrived at the class at 11:22 AM.

The teacher began the class by revising the previous lesson.

After that, he wrote this day's lesson topics on the whiteboard. Topics for this day were "Analysis of Audiences." Analysis of diversity, analysis of knowledge, analysis of psychology, and occasion were the sub-topics.

Without introducing the day's objectives, the teacher directly started the lesson by giving a group discussion task on the above topics. The students formed groups that consisted of four to six members. After giving the task, the teacher sat down and started reading the advanced speech course module. The group discussion began at 11:27 a.m. and finished at 11:29 a.m. Within these two minutes of discussion, most of the students were reading the advanced speech module. Only two groups were discussing with a lower voice. Latecomers were interrupting the group discussions. The teacher didn't check whether the students were doing the task properly or not. The teacher asked the students to reflect on the points of their discussions. Only one student reflected on the points of his group discussions.

Then the teacher started to give an elaboration on the topics using the lecture method. Again, latecomers were disturbing this lesson. Since there were no extra chairs in the room, the teacher told them to bring chairs from another classroom. Soon, they brought chairs, and the teacher asked one of these latecomers why he was late. The student replied, “My house is without campus.” The teacher laughed, and the students laughed too. Then the teacher said, “Come again; I couldn’t understand.” “What do you mean when you say my house is without campus?” The student replied, “I am living in my house without campus.” The teacher laughed again, and without correcting this student’s error, he ordered them to sit down. Some of the students were laughing abruptly, even in the middle of the teacher’s lecture.

The teacher has eye contact only with the students who sit at the front. The teacher elaborated on the topics orally, and the students followed him through the material. The teacher finished this day’s topics early, and he added two more topics in the middle of the class.

Four latecomers arrived at 11:41 a.m., and the teacher allowed them to come in. The teacher uses Amharic to clarify some of the points. Sometimes the teacher read paragraphs directly from the handout, and the students followed him with their material.

The teacher covered many portions, which are seven pages of information from the handout, within 50 minutes. From this, the four kinds of speech and their advantages and disadvantages were covered within six minutes. The teacher didn’t ask the students whether the lesson was clear for them.

Only a two-minute group discussion was used, while the whole delivery was covered by the lecture method. At the end, the teacher gave an assignment on memorized speeches to be submitted for the following week. The teacher told them that both the paper and their presentation had their own marks.

The class ended at 12:14 a.m.

Appendix 13: Transcription of Classroom Observation 3

Teacher: T1

Students: Second-year students of English Language and Literature

Date: December 23, 2019

Class Time: 8:20–10:30 AM

Topic: Presentation on Memorized Speech

Syllabus: The harmonized syllabus

Number of students in class: 43

Duration: 53 minutes.

The teacher started the class by reminding the students that today is presentation day. The students were panicked when they heard about the presentation. The teacher adjusted his seat next to the door, facing the students diagonally. Then he told the students that he was going to give only five minutes to each presenter. The order of the students' presentations was based on their names in alphabetical order. The students have written their presentations on paper as a written assignment too.

After the first presenter read everything on the paper, the teacher collected the assignment immediately before their presentation. While the students were presenting, the teacher was checking the consistency of their presentations with their written assignments. It seems that the teacher was giving marks for the presentation as well as for the written assignment at the same time, by the time of the presentation. While the students were presenting their works, the teacher was turning the pages of the assignments of the students. He was observed while he was writing marks on the paper, too. Latecomers were arriving in the middle of the students' presentation, and the teacher never spoke a word.

The topic of the first presentation was Bahir Dar City. As stated above, this student tried to read everything in the assignment. But the teacher refused to tell him not to do so. After that, every student was requested to give the assignment to the teacher before their presentations. After giving

the paper, the student kept silent for a few minutes. The teacher was encouraging him to carry on. He spoke fragmented sentences, and he elapsed more seconds by saying uh in the middle of every word. The following is the transcription of his presentation:

Good morning. My topic is, uh, Bahir Dar city. Uh, Bahir Dar is a city. Uh, it is the biggest country in Ethiopia. Uh, there are many people who live in Bahir Dar. Uh, there are many fish inside Lake Tana. [A latecomer interrupted his presentation.] Bahir Dar has, uh, the Amhara regional state. Uh, many places are beautiful. For example, Bahir Dar University, the Abay River, Lake Tana, and the churches in the water are all good.

This student has eye contact neither with the teacher nor with the students. After talking for one minute and a few minutes, he ran back to his seat. No oral comment was given by the teacher on this student's presentation.

The second presenter was a female student, and her topic was life in high school. She was laughing many times, and she gave her back to the students. The teacher encouraged her to speak at least a sentence. No word came out of her mouth. After a few minutes, the teacher ordered her to go back to her seat.

The topic for the third presenter was the Benishangul Gumuz Region. This student has a unique accent, so the students showed interest in listening to his presentation. The researcher didn't understand the theme of this presentation because most of the words were not audible. After class, the researcher asked some of the presenter's friends to check whether the presentation was clear or not, and all of them confirmed that the words were not clear. The teacher's feelings in this presentation were not clearly seen.

The fourth presentation was made by one of the students included in the interview. He was a group leader, and he presented about the advantages and disadvantages of watching TV. Compared to the previous presenters, this student's presentation was clear and well-organized. He had good eye contact with the students. There was a piece of paper for reference in his hand. The following is part of his presentation:

Good morning, my dear teacher. Good morning, my friends and the invited guest. Today, I will tell you about the advantages and disadvantages of watching television. As we know, television has many advantages. For example, it helped us to watch the news. By doing so, we get information about the world. We can also watch weather prediction, which is very useful for our farmers. It is also a means of entertainment. For example, we watch dramas like 'Sew Lesew' or 'Gemena', and all of us are happy by that. There is also DSTV to watch Premier League games.

The fifth presenter appeared with the topic 'What is learning?' He spoke with a very low pitch, so his sound was audible only to the front sitters. The teacher asked him to increase his voice, but he continued in the same way. Meanwhile, some students started to talk about another issue. The student's fear was noticeable. The teacher interrupted this student and asked the students to keep silent. After that, he spoke for a few seconds and went back to his seat.

The sixth presenter stood up to talk about HIV/AIDS. He started to write the topic on the blackboard, but the teacher refused to allow him to do so. In the meantime, another latecomer knocked at the door. The teacher said, "Come in!" loudly. When he came in, the teacher asked him, "Where have you been?" The student replied in Amharic: "ቅዳሜና እሁድ ቤተሰብ ልጠይቅ ሄጄ እሁን እየተመለስኩ ነው። መኪና ነው ያዘገየኝ ይቅርታ!" The teacher never commented while the student used Amharic. After this interruption, the presenter continued his speech. But the newcomer student started to chat with two of the students sitting next to him, and the teacher never saw them. After two minutes and a few seconds, the student finished his presentation.

The topic for the seventh presenter was "An Old Lion." She was shy and had no eye contact with the students. Because of her fright, the words that came out of her mouth were vibrating. She was also shivering throughout the entire presentation. The teacher was encouraging her in Amharic by saying "አይዘብ!" but nothing improved. She continued to speak in not-audible, fragmented sentences, and abruptly she ran back to her seat. The students laughed at her, and the teacher smiled too.

The next presenter appeared with the topic "the Gumuz people's wedding culture." It seems that the students were interested in listening because they stopped side conversations after he introduced the topic. Though his accent was different from the accent of most of the students, the

researcher listened to the majority of his presentation. Both the teacher and the students were expecting to listen to a unique culture, but the wedding ceremony presented by this guy was not different from a modern wedding. The teacher also asked him in the middle to present the folk wedding culture, but the student continued to talk about the modern wedding culture.

At 10:06, the teacher asked the students whether they needed a break or not. Half of the students said they needed rest, and others said, "Let us have a break at the end of the class." The teacher then decided to continue the class without a break.

The ninth presenter's topic was "Crisis Management." The student started his presentation in the following manner:

Good morning, all. My presentation is on crisis management. You know crisis management is managing a certain crisis or conflict. This subject is given in the political science department. Oh, by the way, the English department is not my choice. My choice was the political department because there I would learn how to manage a crisis.

This student shifted his presentation to another concept, but the teacher never commented on that. Even he didn't pronounce the word crime correctly. He was saying "kirīmi". The next presenter appeared with the topic "Water." After speaking a few words, he started to continue in Amharic. The teacher ordered the students to use English, but the students continued in the Amharic language. He finished his presentation in less than a minute.

Appendix 14: Transcription of Classroom Observation 4

Teacher: T1

Students: Second-year Students of the English language and literature

Date: January 5, 2021

Class Time: 8:20–10:30 AM

Topic: Group Presentation on Memorized Speech

Number of students in the class: 39

Duration: 82 minutes

The teacher arrived at the class at 8:38 AM. Seven minutes elapsed until all the students took their seats and prepared themselves for the presentation. Stress is seen on the faces of many students. Almost all of them were swishing. The teacher picked a chair and put it in the left corner of the classroom (near the blackboard). He sat down there and took the papers, which looked like mark lists. Then he cleaned his throat and spoke the following with a smile on his face.

“Okay, students, today is your final cup day. We will see which group takes the golden cup, which group takes the silver medal, and which of you takes the bronze medal. Of course, there will be groups that achieve the lowest mark. Anyway, we will see it. Now, before I prepare a draw, which group is ready to break the ice? You know, icebreakers will have a special mark.”

No one of the groups was willing to be an icebreaker. The teacher begged them, but nothing changed. Meanwhile, the teacher picked an A4 piece of paper and folded it into different segments. Then he cut it into many pieces and started to write numbers 1–7. Then he enfolded them and asked the whole group to send one representative to take the draw. There was a mess for two and a half minutes, and the teacher stopped it by clapping and speaking loudly. Then he called the first group.

The topic of the first group was guidelines for controlling “nervousness.” Only the group leader came out and stood in front of the board. Other group members were sitting in their accustomed seats. The presenter wrote the title of his presentation on the board, and he started his presentation

by greeting the students. He took 3 minutes and 41 seconds to finish the presentation. He was making some grammar, pronunciation, and vocabulary errors. He was making eye contact only with the teacher. Then he concluded his presentation by allowing the students to ask about any unclear parts of it. The following speech is directly taken from his presentation:

Nervousness is a problem that is very common for all students in the world. Nervousness is not a sign of bad preparedness, and sometimes it shows less preparation. As you know, there are many guidelines for controlling nervousness. First, students should not prepare too much. Second, students should make presentations with a face mirror. By doing so, they see their many problems. The other is to become careless about making mistakes. Mistakes are made by all people. If we think we make errors while we present, nervousness will catch us.

The presenter of the second group was called. The group leader came out, and he started to erase the blackboard. Then he wrote the topic of his presentation. The topic was acquiring effective speaking skills. The teacher intercepted and reminded the presenter that he was given 5 minutes. The presenter started to elaborate on ways of acquiring effective speaking skills. His presentation took 3 minutes and 26 seconds. This presenter made eye contact only with the students who were sitting in the first line. He was speaking at a high pitch. The researcher understood that this presenter was nervous. He was panicking, and his sound could be heard even outside of the classroom. The teacher was showing a twisted face as if he were disturbed by the sound. Most of the students followed with a smile, and some were laughing in the middle of his presentation. The teacher urged them to keep silent by hitting the armchair with his pen. This presenter uses many 'uh's in between words. He had the habit of saying “you know” in every scenario. There were grammar, pronunciation, and vocabulary errors, as we experienced in the first presentation. Moreover, he used some Amharic sentences in his presentation. The following is a segment taken from his presentation:

You know, uh, my uh, I mean our topic is, uh, acquiring effective uh speaking skills. As you know, you can make an effective presentation when you understand some mechanisms. First, we must find useful information for our talk. መረጃ የንግግር የጀርባ አጥንት ነው ይባላል:: You know, we cannot talk without information. Second, we must

design our speech before our presentation. We should know what we say first, second, third, etc. Uh, then, we must write down supporting details.

The teacher was looking at his watch repeatedly, and he did not comment the presenter as well as the group members. Other group members were not asked questions to check whether they were participating in the work or not. Then the teacher gave a strong warning to those who were laughing at the second presenter by telling them he would deduct their marks if they repeated that behavior (their laughing).

The third presenter came out and wrote about the topic of his presentation. Their group's topic was "delivering a speech." Like the previous two presenters, this presenter made some grammar and pronunciation errors. He started his presentation by introducing himself and his group members. Then he reported that the topic given to their group was the most difficult one (moving his face towards the teacher). Then the teacher intercepted and told him that there was no difficult or easy topic. He added that everyone picked topics in a draw with an equal chance. Then he let the presenter continue. Nervousness was clearly seen on the face of the presenter. He gave some explanations outside of his topic. A portion of his presentation is presented as follows:

In our presentations, I tell you about methods of speech delivery. There are four methods. One is extemporaneous (pronouncing this word was difficult to him) speech. This method is difficult to define. I tried searching for the definition of this speech on Google. Many definitions are written on the screen. It is making speeches very fast. The second method is called the memorized method. It is remembering old knowledge and information. (He took a paper and started to read from it.) The next is a manuscript. A manuscript is a kind of speech delivery that speakers are allowed to read from a well-organized paper like politicians.

The teacher hurried to stop him, and he immediately stood up and started giving corrections. He let the student sit down, and he started the whole topic from the beginning. The way he gave feedback to this group was humiliating. He said the following: "Now, I will present this topic because the group has presented false information. Every explanation was wrong." Then he advised the students to present accurate information whenever they were given presentations for any course.

The leader of the fourth group introduced the topic. It was 'evaluating a speech'. He immediately started the presentation without introducing himself. This presentation had frequent eye contact with the teacher. Meanwhile, the door knocked loudly. As the teacher opened it, another teacher and his students spoke something to the teacher. The teacher saw his watch and said, "Please give us only five minutes." Then he urged the student to finish his presentation within five minutes. The student got confused, and he took a piece of paper from his pocket and started to read from it. He read every point without making eye contact with all of the audience. Before he finished his presentation, the teacher started to collect his materials. Then he left the class without saying anything.

Generally, the following reflections could be made from this day's observation: There are gaps between the given assignment and the students' presentation. They were given a memorized speech on some topics. Two were given for preparation. But their presentation seems as if they were given an extemporaneous speech. All of the presentations were less organized. No visual aids like PowerPoint, flip charts, diagrams, etc. were used. None of the groups included real-life examples in their presentations, as is recommended in communicative language teaching. Some of them were using their mother tongue in the middle of their presentation. Appropriate eye contact, voice monitoring, body movement, gestures, etc. were not displayed by the presenters.

Their teacher, on the other hand, was interrupting the presenters whenever he felt discomfort. The students were making plenty of grammar, vocabulary, pronunciation, and conceptual errors. However, the teacher never gives oral or written feedback. One comment was given, but it humiliated the students instead of giving constructive comments. Marks were given according to the performances of the group leaders.

Appendix 15: Document Analysis Checklist

	Focus of Assessment	Good	Satisfactory	Poor	
Objectives	1	The syllabus fulfills the general objectives of teaching spoken language at the specified educational institute.			
	2	The objectives make a balance between the four micro-skills i.e., accuracy, fluency, pronunciation, and vocabulary.			
	3	The objectives are related to the learners' needs and interests.			
	4	The objectives are specified explicitly in the syllabus.			
	5	The objectives are measurable and achievable.			
	6	The objectives are relevant to the students' local culture.			
	7	The objectives help the teacher to choose the right aids and the best methods of teaching.			
	8	Is flexible; instructors should feel comfortable adding, removing, or adjusting learning outcomes			
	9	Focused on the learner rather than explaining what the instructor will do in the course			
Contents	1	The contents are presented in simple, clear language.			
	2	The contents aim at real daily language.			
	3	All contents are transferred from real life.			
	4	There are topics and activities on fluency or pronunciation.			
	5	The syllabus indicates the efficient use of teaching aids and audio-visual materials.			
	6	The topics and exercises are up-to-date.			
	7	The contents are related to previous speaking courses.			
	8	There are topics and activities on accuracy.			
	9	The contents and activities are interesting, appropriate, and useful.			
	10	The contents are helpful to practice speaking skills at an advanced level.			

	11	The syllabus promotes the implementation of a student-centered approach.			
	12	There are topics and activities on vocabulary.			
	13	The syllabus employs a variety of topics and activities.			
	14	Each content has a reference (to show where it is taken and learners refer to further information)			
	15	The content between the units and within the same unit is developmentally organized.			
	16	The unit sticks to the same topic and does not jump from one to another.			
	17	The contents are organized at an optimal level of cognitive difficulty			
	18	The tasks and contents are age-appropriate.			
	19	There are topics and activities on idiomatic expressions.			
	20	There are topics and activities on interjections.			
Teaching Methods	1	The teaching methods used in the syllabus are the latest in the field.			
	2	The methods used are student-centered.			
	3	The methods allow students to talk more than teachers.			
	4	The methods used allow various class activities.			
	5	The methods can be exploited fully to acquire the micro-skills of speaking.			
	6	The methods can work well with methodologies in ELT.			
	7	The methods introduce the main principles of CLT.			
	8	The methods help teachers cater for mixed-ability students and classes of different sizes.			
	9	The methods encourage the students to take some degree of responsibility for their learning.			
	10	The methods provide an opportunity for teachers and students to localize activities.			

Teaching Activities and Assessment Techniques	1	Activities are developed to encourage student-student and student-teacher oral communication.			
	2	Activities are balanced between individual response, pair work, and group work.			
	3	Activities help students become more confident English speakers.			
	4	Speech exercises invite students to talk about their concerns and interests.			
	5	Pronunciation is built through other types of activities, such as dramas, dialogue, etc.			
	6	There are cassettes/CDs for pronunciation practice.			
	7	There are practices on natural pronunciation (that is, stress and intonation).			
	8	Continuous assessment is directed to be employed equally on the micro-skills of speaking.			
	9	The assessment method fully measures the students' speaking performance.			
	10	There are a few theoretical and many practical assessment methods.			

Adapted from Cunningsworth (1995), Richards (2001), and Cohen, Manion, & Morrison (2005)

Appendix 16: Observation Checklist

University Name _____

Course _____ Batch and Section _____

Date of Observation _____ Number of Students in the Classroom _____

Class Beginning Time _____ Ending Time _____

S.N	Does the Teacher	Advanced Speech Course											
		Day 1		Day 2		Day 3		Day 4		Day 5		Day 6	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	start the class by introducing the objectives?												
2	prepare himself well to teach each day's lesson?												
3	present the new language students need for practice systematically and meaningfully?												
4	provide the vocabulary beforehand that students need in speaking activities?												
5	present the spoken tasks interestingly and enthusiastically?												

6	create consistency between the course syllabus and the topics that he/she covers?																		
7	give students equal chances to participate in speaking?																		
8	use only the English language in the class?																		
9	reduce his/her speaking time in class while increasing students speaking time?																		
10	encourage the students to speak in English?																		
11	indicate positive signs when commenting on a students' response?																		
12	ask eliciting questions such as "What do you mean?" to prompt students to speak more?																		
13	provide maximum opportunity for students to speak the target language?																		
14	try to involve each student in every speaking activity?																		
15	provide oral feedback like "Your presentation was																		

	really great. I really appreciated your presentation”?													
16	guide and supervise the students during their group/pair discussion?													
17	does not correct students' pronunciation mistakes very often while they are speaking?													

Adapted from Bygate (1987) and Kllipel (1992)

S.N	Are the following teaching techniques implemented?	Advanced Speech Course												
		Day 1		Day 2		Day 3		Day 4		Day 5		Day 6		
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	Group discussions													
2	Dialogues /conversations													
3	Questions and answers													
4	Translations /interpretations													
5	Debating /panel discussion													
6	Presentations													
7	Oral report													
8	Storytelling													

9	Interview																		
10	Role play and drama																		
11	Free conversation																		
12	Dialogue work																		
13	Pronunciation exercise																		
14	Brainstorming																		
15	Peer feedback or evaluation																		
16	Demonstration																		
17	Lecture																		
18	Pair work																		
19	Group work																		
20	Cooperative learning																		

Adapted from the notes of Ur (1996), Stern (1983), (Richards & Rodgers, 2001), Littlewood (1981), Johnson (2003), Nunan (2003), Harmer (1984), and Lackman (2010).

S.N	Do the Students do the Following?	Advanced Speech Course											
		Day 1		Day 2		Day 3		Day 4		Day 5		Day 6	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Participate cooperatively with each other												
2	Show interest and actively participate in asking and responding												
3	Become less hesitant and more confident while they speak												
4	Seems to be enthusiastic and happy while learning												
5	Participate in pair and group discussions												
6	Work individually												
7	Passively listen to the teacher's talk												
8	Simply take lecture-notes												
9	Work with varied materials												
10	Ask their teacher or classmates for correction of errors												
11	Listen to the discussion and report back to the class												
12	Try to correct themselves												

13	Talk and share ideas about language problems and effective speaking strategies with their teacher and classmates?													
14	Participate in role /play drama /panel discussion/ interview or oral reporting or presentation?													

Adapted from Bygate (1987) and Kllipel (1992)

S.N	Students Seating Arrangement	Spoken English I												
		Day 1		Day 2		Day 3		Day 4		Day 5		Day 6		
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	Whole class seating arrangement													
2	Pair work seating arrangement													
3	Group work seating arrangement													
4	Horseshoe pattern seating arrangement													

S.N	Observation of Facilities	Observer's Comments
1	Are audio-visual instructional aids available and accessible to students?	
2	Are there television, tape recorder, CDS, DVD,	
3	Are there charts, pictures, maps, diagrams, models	
4	Do the students operate aids themselves?	
5	Is the library open 24 hours a day?	
6	Is the library facilitated with necessary furniture and referential and reading materials for the students?	
7	Is there a language laboratory at the university? If there is, is it functional? If it is functional, is it open for the students?	
8	Is Internet service available and accessible to the students?	
9	Are there appropriate chalk or whiteboards?	
10	Are there enough armchairs for each student in the class?	

Adapted from Luoma (2004), Knight (1992), Hughes (2003), Bachman (1990), Brindley (1989), and Fulcher (1987)

Appendix 17: Interview Guide

Guide for Interview with Teachers

1. Would you tell me about your education level and your work experience?
2. Do you teach the advanced speech course? For how long have you taught this course?
3. Do you teach the advanced speech course based on the harmonized curriculum course syllabus? What do you know about the advanced speech course syllabus?
4. What do you think are the major objectives of the advanced speech course? How do you achieve these objectives in your daily teaching?
5. How do you evaluate the activities that are written on the advanced speech course syllabus?
6. To what extent is the teaching of advanced speech courses consistent with the harmonized curriculum?
7. What do you think are the pros of the advanced speech course syllabus?
8. What do you think are the cons of the advanced speech course syllabus?
9. Do you employ various teaching methodologies while you teach advanced speech courses?
10. What do you think are the dominant teaching methods? Why are they dominant?
11. To what extent are your methods in line with the harmonized curriculum?
12. How effective are your methods to improve the students' speaking skills?
13. What kinds of activities do you give to your students to teach the advanced speech course?
14. What roles do your students play to learn the Advanced Speech course?
15. Please, can you comment on the instructional modules, materials, and other resources being used for the advanced speech course? You may focus on their relevance, availability, accessibility, effectiveness, and timeliness.
16. What kinds of materials do you use to teach the course? How do you select these materials?
17. Are the materials common for all teachers, or do they differ from teacher to teacher?
18. How do you assess your students?
19. What kinds of quizzes, tests, assignments, and exams are given to the students?
20. What kind of feedback do you give to your students?
21. Can you comment on your experiences using a language laboratory and audio-visual materials?

Guide for Interview with Students

1. What do you know about the Advanced Speech course syllabus?
2. What do you think are the major objectives of the Advanced Speech course?
3. How do you achieve these objectives in your daily learning?
4. Do you learn the Advanced Speech course based on the harmonized curriculum course syllabus?
5. If yes, how do you evaluate the consistency of your learning in line with the harmonized course syllabus?
6. Do you learn the Advanced Speech course with various teaching methods? What do you think are the dominant methods?
7. Does your teacher give you various activities in the Advanced Speech course? Which activities are most dominant?
8. Do you think the teaching of the Advanced Speech course has enhanced individual/student-centered learning? Why?
9. Have you received any handouts, workbooks, or instructional materials for the Advanced Speech course so far?
10. What kind of roles do you have to learn in the Advanced Speech course?
11. Please, can you comment on the instructional modules, materials, and other resources being used for the Advanced Speech course? You may focus on their relevance, availability, accessibility, effectiveness, and timeliness.
12. Can you comment on your experiences using a language laboratory and audio-visual materials?
13. Do you think continuous assessment contributes to the development of your speaking skills? How?
14. What tools do your teachers frequently use for continuous assessments?
15. To what extent do these tools measure your speaking skills?
16. Please, can you tell me the strengths and weaknesses of the teaching of the Advanced Speech course?

Appendix 18: Publications