

ADDIS ABABA UNIVERSITY
COLLEGE OF GRADUATE STUDIES
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH

TEACHERS' PERCEPTION OF SPEAKING SKILL, SPEAKING
INSTRUCTION AND STUDENTS' PERCEPTION OF SPEAKING
SKILL

(A DESCRIPTIVE STUDY ON GRADE 9 STUDENTS OF TWO
SECONDARY SCHOOLS IN ADDIS ABABA)

By: Endalew Molla

May, 2011
Addis Ababa

**Teachers' Perception of Speaking Skill, Speaking
Instruction and Students' Perception of Speaking Skill**

**(A Descriptive Study on Grade 9 Students of Two Secondary
Schools in Addis Ababa)**

By: Endalew Molla

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**A Thesis Submitted to Addis Ababa University Department of English in
Partial Fulfillment of the Requirements for the Degree of Master of Arts
in Teaching English as a Foreign Language (TEFL)**

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DECLARATION

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

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Date: May, 2011

Abstract

This research is about teachers' perception about speaking skill, speaking instruction and students' perception of speaking skill. To achieve the objectives of the study 150 grade nine students and 5 teachers were randomly selected from two high schools (i.e. one government and one private). In this study, the questionnaire and classroom observation were used as the major tool for data collection, and interview was used to cross-check the results of the data collected from questionnaires.

To know teachers' perception of speaking skill, 17 questions were prepared and distributed for five teachers. On the other hand, to know students' perception of speaking skill, 16 questions were prepared and distributed for 150 students. All the questionnaires for both teachers and students were filled and returned. To see how speaking instructions are conducted, an observation checklist was prepared. The observation checklist contains eight evaluation criteria.

In the analysis of the data, simple statistical procedures were used which made the interpretation and discussion of the results easier and clearer. The discussion was made by making use of percentage and the result of all the three tools was triangulated.

The study reached a finding that indicates both teachers and students have negative perception about speaking skill and speaking instructions were not conducted properly.

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CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

To learn a language, mastering the four skills of the language is useful. These skills are: listening, speaking, reading and writing. Most people study these skills in order to be proficient in that language. But, most of them give due emphasis for speaking. According to Richards (2002:201), “A large percentage of the world’s language learners study English in order to develop proficiency in speaking.” Even if speaking is crucial for language learners, it is very challenging to teach and learn especially if the language to be studied is a second or foreign language. In line with this, Brown and Yule (1983) noted that, “Spoken language production; learning to talk in the foreign language, is often considered to be one of the most difficult aspects of language learning”.

Regarding this difficulty, Richards, (2002) added that speaking a language is especially difficult for foreign language learners because effective and oral communication requires the ability to use the language appropriately in social interactions. This concept is also discussed by Bygate (1987:1) in detail. “One of the basic problems in foreign language teaching is to prepare learners to be able to use the language”.

Since English is a foreign language for Ethiopia, it is no wonder if many Ethiopian students face great problems in using the language. According to Richards (2002), the ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved.

With regard to this, Melkamu (2003) observed that many English language learners have certain problems in speaking. In addition to this, He further stated that the instructions used by many Ethiopian teachers are not very clear and effective. Therefore, an investigation of teachers' and students' perception of speaking and teachers' instruction of speaking is significant. This is because teachers can teach speaking skill effectively and students also learn it effectively only if they have clear and correct perception of the skill.

1.2. Statement of the Problem

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

While I was employed in two schools in Addis Ababa, one private (Jiva School) and one governmental (Yekatit 23 Senior Secondary School), I observed students who faced problem in expressing their views in spoken English. They also score lower marks in spoken tests. This is the major reason that the researcher selects speaking skill as the subject of the study.

By many researchers, it is proved that learning how to speak is a very difficult or challenging task for non-native speakers (Brown and Yule, 1983, Richards 2002, Bygate 1987). From these the researcher can conclude that there is problem in high school students to speak English (Melkamu 2003).

In addition to foreign researches, regarding with students low proficiency of speaking, some local researches were carried out in different times. For

example, Zenebe (2004), investigated some factors that affect students speaking skill like that of interest, lack of motivation, the method of instruction used by the teacher, interference of mother tongue, fear to make errors, and shortage of teaching aids.

Lakew (2004) also conducted his master thesis on the extent of teachers' involvement in improving students speaking skills and he investigated that there is low teachers involvement in improving learning speaking skill.

In addition to this a survey of teachers' and students' challenges in EFL speaking classroom was conducted by Jenenew (2006). And he found out some challenges like that of large class size, shortage of teaching aids, lack of practice and the like things.

But, no local research is carried out on teachers' perception of speaking skill: speaking instruction and students' perception about speaking skill. Teachers' perception about speaking skill will either positively or negatively affect the speaking instruction. On the other hand, students' perception about the skill will affect their progress in speaking.

Therefore, this research is an attempt to fill this research gap and it tries to answer the following research questions.

- ✎ What is the perception of teachers about teaching speaking skill?
- ✎ What is the perception of students about speaking skill?
- ✎ How are speaking instructions conducted in grade nine?

1.3. Objectives of the Study

This research proposal will introduce you with the general and specific objectives.

1.3.1. General Objective

The main objective of the research is to investigate teachers' and students' perception about speaking skill and teacher's instruction.

1.3.2. Specific Objectives

This research aims to:

- ☒ Identify teachers' perception about speaking skill.
- ☒ Find out students' perception about speaking skill.
- ☒ Examine the way how speaking instructions are conducted.

1.4. Significance of the Study

It is known that every research must have some significance. So, this research will give a clear picture about the perception of teachers and students about speaking skill and speaking instruction in two secondary schools of Addis Ababa. First of all the study will attempt to aid teachers and students. Furthermore, it will help school directors, regional educational bureaus, the institute of curriculum development and research to reconstruct student's experience and there by contribute to the growth and development of students speaking skills. Furthermore, the proposed research will be insightful for future researchers who would be interested in the theme under study.

1.5. Delimitation of the Study

This research focused on only two schools in Addis Ababa. These schools were representatives of private and government. The reason why the researcher selected these two schools was, because in those schools, speaking was taught properly and the schools have great devotion to have good speaking skill among teachers and students.

The sample secondary schools were further delimited to grade 9 since the researcher feels that this grade level is crucial to students to acquire speaking skills.

The researcher was not done any comparisons among the schools since it was not the purpose of the research. The researcher simply described the perceptions of teachers and students about speaking skills and speaking instruction.

CHAPTER TWO

2. RELATED LITERATURE REVIEW

2.1. The Nature of Perception

2.1.1. What is Perception?

The term perception is defined in various dictionaries and encyclopedias by various scholars. The American Heritage Dictionary of the English Language, defined perception as the process, act or faculty of perceiving something. It further gives another definition, which says that perception is the effect product of perceiving. The online Colombia Electronic Encyclopedia also defines it as the mental organization and interpretation of sensory information.

According to Wikipedia the free Encyclopedia, perception is the process of attaining awareness or understanding of sensory information. The word “perception” comes from the Latin words perceptio, percipio, and means receiving, collecting, and action of taking possession, apprehension with then mind or senses.

According to Lindsay and Norman (1977), perception in humans describes the process whereby sensory stimulation is translated into organized experience. That experience, or percept, is the joint product of the stimulation and of the process itself. Relations found between various types of stimulation (e.g., light waves and sound waves) and their associated percepts suggest inferences that can be made about the properties of the perceptual process; theories of perceiving then can be developed on the basis of these inferences. Because the perceptual process is not itself public or directly observable (except to the perceiver him/herself, whose percepts are given directly in experience), the validity of perceptual theories can be checked only indirectly.

In addition to the above authors, Babitski (2009), define perception as follows. “Perception is the process of attaining awareness or understanding of sensory information”. In order to understand and describe process of perception we have to find all inputs and outputs of information.

We obtain information from the external world from our senses: taste, hearing, smell, touch, sight. Than we somehow integrate and analyze perceived information and make our decision. Decision is an “outcome of mental processes (cognitive process) leading to the selection of a course of action among several alternatives. Every decision making process produces a final choice”. All our decisions are directed by our instincts, unconsciously. The basic human instinct is self-preservation or, in other words, survival and reproduction. But the decisions, which we make according to our instincts, are different. That’s because of the upbringing, different moral values, and our ability to analyze behavior and learn. We always behave in order to maximize our instinct requirements, our ability to survive, preserve ourselves our family or our kind. This way we have three basic levels of perception i.e. obtaining information, integration and analysis of information, reaction. Our five senses is the input of information, while our actions and decisions are the output. The source for the input information is external world, while the output is our process of thinking based on our instincts. The understanding, which role instincts play in our life, is crucial. Instincts is the foundation of human society, is the only one thing that all human have in common.

2.1.2. Factors Affecting Perception

According to Wikipedia the free Encyclopedia, an ecological understanding of perception derived from Gibson's early work is that of "perception-in-action", the notion that perception is a requisite property of animate action; that without perception action would be unguided, and without action perception would serve no purpose. Animate actions require both perception and motion,

and perception and movement can be described as "two sides of the same coin, the coin is action".

Perception of an individual can be affected by several factors that range from the perceiver's own factors (related to the sense) to factors related to the person, thing or entity being perceived. In connection with this, the online Colombia Electronic Encyclopedia (2003) says the following.

“Perception is influenced by a variety of factors, including the intensity and physical dimensions of the stimulus of the sense organs as effects of perceiving stimulation: the subject past experience; attention factors such as readiness to respond the stimulus and modulation and emotional state of the subject.”

Apart from these, other psychological and social factors like attitude, belief, and socio-cultural background are reported to affect perception and they are presented as follows.

A. Reason for doing something

Unless we know the exact reason of our work, negative perception may develop.

B. Interest

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

C. Fear

If there is fear to do something, positive or good perception may not develop.

D. Attitude

The attitude of somebody on something or someone can be reflected in different ways. If he/she hates a person who speaks English, it can be said that he/she has negative attitude towards the language.

E. Habit

Repeated habit for doing something indicates positive perception.

2.1.3. The Influence of Perception on the Teaching Learning Process

Like that of motivation, perception has great influence on the teaching-learning process. Teachers' perception about speaking skill will either positively or negatively affect the speaking instruction. On the other hand, students' perception about the skill will affect their progress in learning the skill.

According to Samson (2005);

“Language teachers' different views of the language teaching highly influence their teaching in the classroom and as a result make differences in their differences in their learners learning progress. This is to say that teachers' teachers' different views of the language teaching highly influence their teaching in the classroom and as a result make differences in their differences in their learners learning progress. This is to say that teachers' perception of the language learning has an impact on the teaching environment. Learners' perception also influence the way they learn.”

2.2. What is Speaking?

Several scholars define speaking in different ways in different books, journals and online internet sources. From these the Webster's International Dictionary of English Language (2002), defines speaking as the utterance of words or articulation of sounds with the ordinary modulation of the voice. It

further gives another definition as speaking is to give oral expression to thoughts, opinions, or feelings, engage in talk or conversation, to extend a greeting, to express oneself. In line with this, Oxford Word Power Dictionary of English Language (1998), define it as the act of translating messages, ideas, and feelings by word of mouth.

Additionally, the online Wikipedia the free Encyclopedia define speaking as follows. Spoken language is a form of human communication in which words derived from a large vocabulary (usually over 9,000) together with a diverse variety of names are uttered through or with the mouth. All words are made up from a limited set of vowels and consonants. The spoken words they make are stringed into syntactically organized sentences and phrases. The vocabulary and syntax together with the speech sounds it uses define its identity as a particular natural language.

Some human languages exist with their own vocabularies and syntax that are not spoken but use sign gestures. Sign languages have the same natural origin as spoken languages, and the same grammatical complexities, but use the hands, arms, and face rather than parts of the mouth as their place of articulation.

Many spoken languages are written. However, even today, there are many world languages that can be spoken but have no standard written form. Such languages can be expressed in writing using the International Phonetic Alphabet.

As to Brown (1994) and Florez (1999), speaking is an interactive process, which involves producing, receiving, and processing the information to construct meaning in the context of teaching-learning environment.

Further detailed definition of speaking is also given by Kayi (2009). According to him, Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

Generally, what is meant by "teaching speaking" is to teach ESL learners to:

- ✎ Produce the English speech sounds and sound patterns
- ✎ Use word and sentence stress, intonation patterns and the rhythm of the second language.
- ✎ Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- ✎ Organize their thoughts in a meaningful and logical sequence.
- ✎ Use language as a means of expressing values and judgments.
- ✎ Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)

2.3. The Uses of Speaking

According to Richards and Rogers (1986), speech is considered to be the basis of the language. Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write or

comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication (Burkart, 1998).

Of all the four skills speaking seems to be important as it is one of the most frequent means of interaction in the teaching-learning process and it is suggested that people who know about a certain language are more referred to 'speakers' of that language (Ur, 1996).

Speaking has many uses. According to Brown and Yule (1983), spoken language has a primary transactional function. In addition to this Nunan (1991), point out that, to most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

According to Florez (1999), speaking can help students to express themselves, to negotiate relationships, to define their thoughts and to be aware of their world. Oral practice is the natural part of a language skill, which may help the learners to develop the ability to understand and respond quickly (Lewis and Hill, 1985).

As to Verderber (1988), speaking has the following general uses.

- ✎ To tell events that has happened.
- ✎ To make public speech.
- ✎ To report a piece of speaking that presents someone's work.
- ✎ To convince/persuade antagonistic ideas/peoples.
- ✎ To forecast/predict the future happenings.

Generally, it is useful to share ideas or information in transaction or communication than other skills since it is supported by gestures, facial expressions or non-verbal cues.

2.4. Skills of Speaking

Like that of other skills, speaking has its own sub-skills (micro skills). According to Beare (1998), speaking has some micro-skills which are involved in speaking. To be master of these sub-skills, the speaker has to:

- ✎ Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- ✎ Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- ✎ Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- ✎ Put words together in correct word order.
- ✎ Use vocabulary appropriately.
- ✎ Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- ✎ Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
- ✎ Make the main ideas stand out from supporting ideas or information.
- ✎ Make the discourse hang together so that people can follow what you are saying.

2.5. Speaking Instruction

2.5.1. Method of Teaching Speaking

“Development in language teaching must depend partly on our ability to understand the effectiveness of our methodology” (Bygate, 1987). Method of language teaching is defined as an overall plan for the orderly presentation of language materials in relation to the selected approach in a procedural manner (Richards and Rogers, 1986). Similarly, it is also defined as a way of

teaching a language which is based on systematic principles and procedures and considered to be application of views on how a language is best taught and learned (Richards, Platt and Weber, 1985).

Method is vital in that both teachers and students have some confidence in the way teaching and learning takes place (Harmer, 2002). In his views, when either one loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is more likely. Hence, Harmer has emphasized the relationship between method and motivation with respect to teachers' and students' activities of teaching-learning process.

Now a days, many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

The process of interaction in teaching could be reduced by minimizing teachers' involvement in his/her domination of classroom activities and changing the direction of the process of language use (Brumfit and Johnson, 1979). They have also expressed their objection to the use of translation as a method on the assumption that there is no one-to-one correspondence between the target and the learner's mother tongue. Hence, translation should not be taken for granted in teaching speaking. As to their assumption,

frequent use of translation will distract the learner's attention from the search for contextual meaning and hinders the development of learner's fluency. The total process of teaching speaking is a complex phenomenon, which will depend on various degrees of classroom circumstances (Brumfit, 1984).

2.5.2. Stages of Teaching Speaking

Oral fluency can be improved using the following stages in a method of teaching speaking (Broughton, et al., 1980).

Controlled oral work is one of the versatile techniques for the presentation and practice of phonological, lexical and grammatical items in dialogue. It can provide learners with opportunities of further practice through controlled and free activity speaking. The dialogue can be used at any level of oral practice.

Guided oral work also aims to give students a limited freedom to use and practice what has been learned. At this stage, the general situation and content of what is to be said will be provided with some freedom of the students in the mode of expression. The role- playing activity for example, between the shop keeper and the customer can be used as a guided oral practice.

Free oral production is a situation in which students will be able to produce the language, which can be freely presented to the class and can be practiced in various situations. On the basis of the learner's language development, activities will be provided step by step as indicated above, so that learners can be familiar to the language items and develop confidence of expressing themselves and their environment.

English language teachers can use different techniques for teaching speaking from elementary to advanced level. The speaking aspect of language teaching

should emphasize on interactive function rather than focusing on grammatical and vocabulary rules (Harmer, 2002). As to Harmer's view, the teaching of language forms must be appropriate and with a variety of contexts and with the purpose of facilitating speaking.

2.5.3. Activities Used to Teach Speaking Skill

Compared to the teaching of other skills, speaking is more demanding on the teaching activities of the teacher than the effort other skills need (Rivers, 1987; Brown and Yule, 1983; Jourdan, 1997). These researchers have pointed out that, teaching speaking is a difficult task for the teacher to help his/her students.

To cope with this difficulty, English language teachers can use different activities to teach speaking from elementary to advanced level. The speaking aspect of the language teaching should emphasize on interactive function rather than focusing on grammar and vocabulary (Harmer, 2002). As to Harmer's view, the teaching of language forms must be appropriate and with a variety of contexts and with the purpose of facilitating speaking.

In line with the above scholars Bygate (1987), also added the following fact. It is clear that how various activities can help oral interaction skills.

According to Kllipel (1992), learning is more effective if the learners are actively involved in the process. The degree of learner activity depends, among other things, on the type of material they are working on. Frederike Kllipel in his book of 'keep talking' (1982), has listed and discussed briefly 123 activities which can be used to teach speaking. Among these, the most frequently used ones are presented and discussed as follows.

Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”.

Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-

play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984)

Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is

that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling

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

Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Story Completions

This is a very enjoyable, whole-class, free-speaking activity for which students sits in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to

add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting

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

Playing Cards

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

Diamonds: Earning money

Hearts: Love and relationships

Spades: An unforgettable memory

Clubs: Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

Is money important in your life? Why?

What is the easiest way of earning money?

What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story-taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

2.5.4. Teachers' Role to Teach Speaking Skill

In order to teach speaking effectively, here are some suggestions for English language teachers while teaching oral language (Kllipel, 1992 and Kayi, 2009).

- ✎ Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students. According to Brumfit and Johnson (1979), the problems of interaction in teaching could be reduced by minimizing

teachers' involvement in his/her domination of classroom activities and changing the direction of the process of language use.

- ✎ Try to involve each student in every speaking activity; for this aim, practice different ways of student participation. According to Infante, et al. (1993), even though there are different roles of group members, there may be some students that act as silent sitters. So, teachers should check whether every group member is participating or not.
- ✎ Indicate positive signs when commenting on a student's response.
- ✎ Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- ✎ Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- ✎ Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech. According to Kllipel (1992), whatever method is chosen, the teacher should be careful not to correct students' errors too frequently. Being interrupted and corrected makes the students hesitant and insecure in their speech when they should really be practicing communication. It seems far better for the teacher to use the activities for observation and to help only when help is demanded by the students themselves; even then they should be encouraged to overcome their difficulties by finding alternative ways of expressing what they want to say.
- ✎ Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- ✎ Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

- ✎ Provide the vocabulary beforehand that students need in speaking activities. According to Bygate (1987), in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary.
- ✎ Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

2.5.5. Students' Role to Learn Speaking Skill

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

The teaching-learning process (task) of the speaking skill is not only relied on the teacher's shoulder. Students have their own decisive role. Therefore, what are learner's roles to learn this skill? According to Kayi (2009), the following are some of their roles.

- ✎ Practice where you can, when you can. Any practice is good – whether you speak to someone who is a native English speaker or not. Speaking can be developed by the real life interaction which is made everywhere and every time. According to Verderber (1988:52), “in your speech practice as well as in the speech itself, you should be using your voice, articulation and body action to develop a conversational quality, a delivery that sounds like conversation to your audience.” Infante, et al. (1993), also added that interaction involvement is crucial for the development of learner's speaking skill.

- ✎ It's important to build your confidence. If possible, use simple English sentence structure that you know is correct, so that you can concentrate on getting your message across.
- ✎ Try to experiment with the English you know. Use words and phrases you know in new situations. Native English speakers are more likely to correct you if you use the wrong word than if you use the wrong grammar. Experimenting with vocabulary is a really good way of getting feedback. According to Bygate (1987), in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary.
- ✎ Try to respond to what people say to you. You can often get clues to what people think by looking at their body language. Respond to them in a natural way.
- ✎ Try not to translate into and from your own language. This takes too much time and will make you more hesitant.
- ✎ If you forget a word, do what native English speakers do all the time, and say things that 'fill' the conversation. This is better than keeping completely silent. Try using um, or er, if you forget the word.
- ✎ Don't speak too fast! It's important to use a natural rhythm when speaking English, but if you speak too fast it will be difficult for people to understand you.
- ✎ Try to relax when you speak – you'll find your mouth does most of the pronunciation work for you. When you speak English at normal speed, you'll discover that many of the pronunciation skills, such as linking between words, will happen automatically.
- ✎ Remember, when speaking English Try to become less hesitant and more confident. Don't be shy to speak – the more you do it, the more confident you'll become. Remember to be polite – use "please" and "thank you" if you ask someone to do something for you.

- ✎ Voice Adjustment: In addition to the above points, some of the factors that hampered the students and other peoples speaking skills are things which are related to voice. If our voice projection is not appropriate, we will not feel confident while we speak. According to the World book of Encyclopedia (Vol. 22), “the way you use your voice can add greatly to the impression you make when delivering your speech. As you speak, pay special attention to the volume, speed, and pitch of your voice and to clarity of pronunciation.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

Introduction

The reliability and validity of research process depends up on the strength of methodology. A scientific methodology is composed of an explanation about sampling design, data collection design, tools for data analysis etc (Sharma, 2000). This study aimed to find out teachers' perception of speaking skill, speaking instruction and students' perception about the skill. To conduct the research, the following are descriptions of the subjects and instruments that were used in the study.

3.1. Research Design

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

3.2. Methodology

3.2.1. Research Cites

The Schools

Two high schools in Addis Ababa, one government and another, private, were selected for the study: Yekatit 23 and Jiva high schools. These schools were selected because the researcher has been teaching at those schools and he was also familiar with some of the English teachers there. Therefore, conducting a research at familiar schools is believed to enable the researcher to get assistance and cooperation from both the teachers and students.

The Sections

There are twenty-six and two grade nine sections at Yekatit 23 and Jiva schools, respectively. And from the twenty-six sections of Yekatit 23 School,

the researcher selected four sections randomly and the two sections of Jiva School were included in the study.

3.2.2. Subjects of the Study

The Students

For Yekatit 23 secondary school, the researcher used random sampling method. In this school there were around 26 sections of grade 9 and from those 4 sections were selected. The total number of students in those four sections was 220. From these the researcher again randomly selected 100 students. On the other hand, in Jiva School, there are 50 students of grade 9 in two sections and the researcher used all of them. Therefore, the total sample size of students from two schools was 150.

The Teachers

For this study, a teacher of the two sections of Jiva School and four teachers of the above selected sections of Yekatit 23 School were included. Therefore, the researcher had a total of five teachers in his study.

3.2.3. Instruments of the Study

Questionnaire

The main purpose of preparing the questionnaire was to collect data about the perception of teachers and students about speaking skill. The researcher prepared questions with simple and clear English. This was helpful for those students who cannot express their feelings face to face. The questionnaires were two types. The first one was “yes or no” or closed ended questions, and the other was open ended questions. According to Galvin (2001:76), “yes or no questions ask for the limited response of yes or no. Sometimes a yes or no answer is exactly what you are looking for, but it is not enough information and you need to ask follow up questions.” Since the aim of the research was to assess teachers’ and students’ perception about speaking skill, the questionnaire was prepared for both teachers and students.

Observation

The main purpose of preparing classroom observation was to see how speaking instructions are conducted and to examine the extent to which what teachers perceive is put in to practice during instruction. In addition to questionnaire, the researcher made EFL classroom observation inside the classroom so as to see how speaking instructions were conducted. To do this, the researcher prepared an observation check list. The researcher preferred this method of data collection because it was simplest way than the others since it requires less time and effort.

Interview

In addition to the above methods of data collection, the researcher tried to collect data about the perceptions of teachers and students about the skill through interview. This was especially good to cross check the results obtained from the questionnaire and the result found from classroom observation. The interview was prepared for teachers and students. Detailed information from teachers about their perception of the skill was gained by using teachers' interview. On the other hand, detailed information from students about their perception of the skill was gained by using students' interview.

3.2.4. Method of data analysis

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

A. Qualitative data analysis

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

B. Quantitative data analysis

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

CHAPTER FOUR

4. Data Presentations, Analysis and Interpretations

Introduction

The objective of this study as already mentioned in chapter one is to find out teachers' perception about speaking skill: speaking instruction and students' perception of speaking skill.

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

4.1. Results and Discussions on Teachers' Questionnaire

The purpose of this questionnaire is to gather information about teachers' perception about speaking skill. To do this, five teachers from the two schools were selected randomly. Here is their response for different items.

4.1.1. Teachers' Reason why they speak English

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

SN	Item	Alternatives	Respondents in No	Respondents in %
1	Why do you speak English? It is because...	I like the language	0	0
		It is an international language	2	40
		I'm interested with the culture of the British people	0	0
		It will help me to get a good job	2	40
		To communicate with other people	1	20

Table 1: *Teachers' response for the reason why they speak English*

The above table indicates teachers' reasons why they speak English. Hence, 40% of teachers said they speak English because it is an international language. Others (40%) speak English for the sake of getting a good job. But, only 20% speak English for communication purpose.

From the above data, one can conclude that the number of teachers who speak English for communication purpose is less. As indicated in the literature review part, unless we know the exact reason to do something, negative perception will develop and this practice of teachers may force them to develop negative perception.

4.1.2. Teachers' interest to speak English

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

SN	Item	Alternatives	Respondents in No	Respondents in %
2	To what extent do you like the English language?	Very much	1	20
		Much	1	20
		Less	3	60
		Least	0	0
3	How much are you interested to speak English?	Most interested	0	0
		More interested	2	40
		Interested	1	20
		Less interested	1	40
		Least interested	0	0

Table 2: *Teachers' response for to what extent and how much they like the English language.*

Table 2 shows teachers' interest to speak English. Accordingly, only 20% of the teachers are very much interested to the English language. The same amounts of teachers are much interested to the language. On the contrary, 60% of teachers are less interested to the language. In addition to the above issue, with regard to their interest to speak the language, 40% of teachers are more interested. The same amounts of teachers have less interest to speak the language.

From the above data, one can conclude that teachers' interest to speak English is less and the majority of teachers did not like the language. As indicated in the literature review part, a person who has no interest to do something is more likely to develop negative perception for the work. Due to this point, teachers may develop negative perception towards the language.

4.1.3. Teachers' response for elaborating issues by spoken English and whether they afraid to speak or not.

The assumption here is that, if there is fear to speak English, teachers' perception of the language will be affected. As already mentioned in the

literature, if there is fear to do something, positive or good perception may not develop. Let us see their response in relation to this.

SN	Item	Alternatives	Respondents in No	Respondents in %
4	How good are you in elaborating issues in English to your students?	Excellent	0	0
		Very good	1	20
		Good	3	60
		Poor	1	20
		Very poor	0	0
5	Do you afraid to speak in English to your students?	Yes	2	40
		No	3	60

Table 3: *Teachers' response for elaborating issues by spoken English and whether they afraid to speak or not.*

The above table indicates teachers' views in expressing views by spoken English and whether they afraid to speak and or not. Hence, with regard to teachers' capacity in elaborating issues in English, only 20% have very good capacity. 60% are good and the remaining 20% are poor. In relation to the above point, 40% of teachers afraid to speak English in front of students.

As can be seen from the above analysis, the majority of teachers have good ability in elaborating issues in English to their students. Even though the results of the questionnaire reveal this fact, the same thing was not observed in the classroom observation. The number of teachers who dominate the class with students' mother tongue is not less. There were also some teachers who afraid to speak in English in front of their students. This trend will affect both teachers and students' progress in learning the language and it can be taken as a major determinant that will contribute for the development of one's wrong perception about the language.

4.1.4. Teachers' response for how often they speak, where they feel comfort and with whom they want to speak the English language

This question can be used to reflect how often teachers speak English. In addition, it also tells us where and when teachers feel comfort to speak the language. According to the literature review if the place of talking English is restricted or if the language is not used for mass communication, it can be a cause for the development of negative perception. Here is teachers' response in relation to this.

SN	Item	Alternatives	Respondents in No	Respondents in %
6	How often do you speak English?	Most frequently	0	0
		More frequently	0	0
		Frequently	1	20
		Less frequently	4	80
		Least frequently	0	0
7	Where do you prefer to speak English?	Inside the classroom	5	100
		Outside the classroom	0	0
		At your home	0	0
		Everywhere	0	0
8	With whom do you want to speak English?	With your students	4	80
		With your colleagues	1	20
		With family	0	0
		With everybody who can speak English	0	0

Table 4: Teachers' response for how often they speak, where they feel comfort and with whom they want to speak the English language.

Table 4 shows teachers' response for how often they speak, where they feel comfort and with whom they want to speak the English language. Accordingly, only 20% of teachers speak English frequently. The remaining 80% speak it less frequently. In relation to the above points, 80% of teachers

want to speak English with their students. The remaining 20% want to speak with their colleagues.

From the above data one can conclude that teacher's interest towards using the language is poor. The majority of the teachers speak English less frequently. All of them prefer to speak in the classroom with their students. A person, that has good perception for the language will speak the language most frequently, everywhere and with everybody who can speak English. At this time he/she is using the language for communication purpose.

4.1.5. Teachers' attitude towards a person who speaks English everywhere and every time

The assumption here is that if someone like another person who speaks English everywhere and every time, indirectly he/she has positive attitude towards the language. According to literature review, if a person hates somebody who speaks English, it can be said that he/she has negative attitude towards the language.

No	Item	Alternatives	Respondents in No	Respondents in %
9	What is your attitude towards a person who speaks English everywhere and every time?	I like him/her	4	80
		I hate him/her	1	20

Table 5: *Teachers' response about their attitude towards a person who speaks English everywhere and every time*

The above table indicates teachers' attitude towards a person who speaks English everywhere and every time. Hence, the majority of the teachers like

those who speak English. A significant number of teachers also hate a person who speaks English everywhere and every time.

The assumption here is that, if teachers like a person who speaks English, they have positive attitude towards the language. But, if they hate, they will have negative attitude towards the language. Based on this, the number of teachers who hate a person speaking English is not less. So, such practices will force one to have wrong perception of the language.

4.1.6. Teachers' Care for grammar and Vocabulary

Carelessness can be raised due to different factors. Among this having negative attitude towards the task (work) can be mentioned. Violation of some grammar and vocabulary rules may occur due to carelessness. If such type problem exists on the actual teaching learning process, teachers may have negative perception towards the language.

SN	Item	Alternatives	Respondents in No	Respondents in %
10	How often do you take care for grammar and vocabulary?	More frequently	0	0
		Frequently	2	40
		Less frequently	2	40
		Least frequently	1	20

Table 6: Teachers' response about how often do they take care for grammar and vocabulary while they speak English

Table 6 shows teachers' care for grammar and vocabulary. Accordingly, around 40% of teachers take frequent care for grammar and vocabulary. On the other hand the same number of teachers takes care for grammar and vocabulary less frequently. In addition to this 20% of teachers take care for grammar and vocabulary least frequently while they speak. From the above

data, one can conclude that above half of the teachers did not take care for grammar and vocabulary.

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

4.1.7. Teachers' Views about their students' effort to practice speaking

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

SN	Item	Alternatives	Respondents in No	Respondents in %
11	How do you evaluate your students' effort to practice speaking?	Excellent	0	0
		Very good	0	0
		Good	0	0
		Poor	4	80
		Very poor	1	20

Table 7: *Teachers' Views about their students' effort to practice speaking*

The above table indicates teachers' views about their students' effort to practice speaking and the attractiveness of speaking lessons. Hence, with regard to their students' effort to practice speaking, 80% of teachers said

students' effort is poor. The remaining 20% of teachers said students are very poor in practicing speaking.

This question was raised for teachers for the sake of cross-checking students' response. As can be seen from the analysis, students' effort to practice speaking is poor. The same fact is revealed by the students themselves. (See table 18)

4.1.8. Teachers' response for the attractiveness of the speaking lessons and activities

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

SN	Item	Alternatives	Respondents in No	Respondents in %
12	How interesting are the speaking lessons that are prepared for your students?	Most interesting	0	0
		More interesting	1	20
		Interesting	2	40
		Less interesting	2	40
		Least interesting	0	0
13	How interesting are the speaking activities that are found in students' text book?	Most interesting	0	0
		More interesting	0	0
		Interesting	0	0
		Less interesting	3	60
		Least interesting	2	40

Table 8: *Teachers' response for the attractiveness of the speaking lessons and activities*

This table shows the attractiveness of speaking lessons and activities that are found in students' text-book. As a result, 20% of teachers said lessons are more interesting. Others, 40% said speaking lessons are interesting. A significant number of teachers also replied that speaking lessons are less

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

From the above analysis, one can conclude that speaking lessons of teachers and activities that are found in students' text-book are not interesting and this will also affect students' interest to learn the skill. Regarding to this point, Bygate (1987), said, it is clear that how various, attractive activities can help oral interaction skills. But, because of the absence of such type of speaking activities in the students' text-book, both teachers and students may not like the language.

4.1.9. Teachers' response about how long do they give time for their students to practice speaking in the classroom, their role in the classroom and how do they teach speaking in the class

No	Item	Alternatives	Respondents in No	Respondents in %
14	How long do you give time for your students to practice speaking in the classroom?	5-10 minutes	3	60
		10-15 minutes	2	40
		15-20 minutes	0	0
		Above 20 minutes	0	0
15	What is your role in the classroom?	Dominator	0	0
		Silent sitter	0	0
		Facilitator	5	100
16	How do you teach speaking in the class?	In pairs	0	0
		In groups	2	40
		The whole class as one group	3	60

Table 9: Teachers' response about how long do they give time for their students to practice speaking in the classroom, their role in the classroom and how do they teach speaking in the class

The above table shows teachers response about how long do they give time for their students to practice speaking in the classroom, their role in the class and how do they teach speaking in the class. As a result, 60% of teachers give 5-10 minutes for students to practice speaking per period. The remaining 40% give 10-15 minutes for practice. According to Byrne (1987), it is believed that students should spend most of their time working in pairs or groups because this is how they learn best when they are interesting with one another. Therefore, taking the whole class as one group will damage the teaching learning process and students/teachers may finally develop unwanted perception for the skill.

On the other hand, all the teachers said they are facilitators in the classroom. But, based on the information found from the classroom observation, teachers were not facilitators. They gave less than 15 minutes for students to practice, the rest time was covered by their talk. So, according to the classroom observation teachers are dominators. As to Byrne (1987), the teachers' task to teach speaking is as conductor, organizer, and dominator and as manager and consultant. But, such type of role was not common for the above teachers.

Teachers also were not teaching speaking in pairs. This fact is also checked during observation time. Instead, 40% of teachers teach by forming groups. The remaining 60% teach by taking the whole class as one group. Based on the information gained from teachers' interview, they take large class size as a factor for not teaching speaking in pairs. According to Brown and Yule (1983), large amount of time should be allocated for students to learn speaking than other skills. But, according to the fact shown in the above table, the majority

of the class time is covered by teachers talk and this is not advisable method of teaching speaking.

4.1.10. Teachers' speaking habit after school

The assumption here is that, if someone has good school, it is obvious that he/she as positive attitude towards the language.

No	Item	Alternatives	Respondents in No	Respondents in %
17	How is your speaking habit after school?	Excellent	0	0
		Very good	0	0
		Good	2	40
		Poor	3	60
		Very poor	0	0

Table 10: Teachers' response about their speaking habit after school

Table 10 shows teachers speaking habit after school. Hence, 40% of the teachers have good speaking habit after school. The rest 60% have poor speaking habit after school.

Practice, especially for language learners is a drive force that leads for perfection. But, the practice (use) of English language for the above teachers is restricted inside the classroom.

4.2. Results and Discussions on Students' Questionnaire

The purpose of this questionnaire is to gather information about students' perception about speaking skill. To do this, 150 students from the two schools were selected randomly. Here is their response for different items.

4.2.1. Students' Reason to Speak English

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

SN	Item	Alternatives	Respondents In No	Respondents In %
1	Why do you speak English? It is because...	I like the language	11	7.3
		It is an international language	17	11.3
		I'm interested with the culture of the British people	20	13.3
		It will help me to get a good job	93	62
		To communicate with other people	9	6

Table 11: *Students' response for the reason why they speak English*

The above table indicates the reason why students speak English. The majority of the students speak English for the sake of getting a good job. On the other hand, a significant number of students speak English because of their interest to the culture of the British people. Few students speak English because it is an international language. Only 6% speak English for communication purpose.

From the above data one can conclude that, those who speak English for the sake of communication will have positive perception about the language. But, as indicated in the table, the number of students who speak English for

communication purpose is low. Due to this reason they may develop negative perception to the language.

4.2.2. Students' Interest to Speak English and whether they afraid to speak or not.

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

SN	Item	Alternatives	Respondents in No	Respondents in %
2	How much are you interested to speak English?	Most interested	6	4
		More interested	22	14.7
		Interested	31	20.6
		Less interested	87	58
		Least interested	4	2.7
3	Do you afraid to speak English?	Yes	102	68
		No	48	32

Table 12: *Students' response about how much are they interested to speak English and whether they afraid to speak or not.*

Table 12 indicates how much students are interested to speak English and whether they afraid to speak or not. Accordingly, 58% of students have less interest to speak the language. On the other hand, only 4% of the students are most interested to speak English. In addition to the above issue, the majority of the students, afraid to speak English.

4.2.3. Students' views in expressing their views by spoken English

SN	Item	Alternatives	Respondents in No	Respondents in %
4	How good are you in expressing your views by spoken English?	Excellent	10	6.7
		Very good	15	10
		Good	24	16
		Poor	89	59.3
		Very poor	12	8

Table 13: *Students' responses for how good are they in expressing their views by spoken English*

The above table indicates how students are good in expressing their views in English. Accordingly, only 6.7% and 10% of the students are excellent and very good respectively in expressing their views in English while above half 59.3% of students are poor in expressing their views.

“We learn to speak by speaking!”(Nunan, 1991:51). One of the students' roles in learning speaking is making practice. Practice can be made by trying to express what is in our mind. But, as can be seen from the above analysis, the number of students who are good in expressing their views is small. On the contrary, the majority of the students are poor. This also can be taken as one factor that leads a person to have negative perception about the language.

4.2.4. Students' frequency of speaking English.

SN	Item	Alternatives	Respondents in No	Respondents in %
5	How often do you speak English?	Most frequently	12	8
		More frequently	9	6
		Frequently	23	15.3
		Less frequently	78	52
		Least frequently	28	18.7

Table 14: *Students' response about how often they speak the English language*

Table 14 shows how often students speak English. Hence, only 8% of the students speak English most frequently while 52% of the students speak less frequently. 15.3% and 18.7% also speak English frequently and least frequently respectively.

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

4.2.5. Students' preference to speak the English language

This question can be used to reflect where and when students feel comfort to speak the language. According to the literature review if the place of talking English is restricted or if the language is not used for mass communication, it can be a cause for the development of negative perception. Here is students' response in relation to this.

SN	Item	Alternatives	Respondents in No	Respondents in %
6	Where do you prefer to speak English?	Inside the classroom	118	78.7
		Outside the classroom	19	12.6
		At your home	3	2
		Every where	10	6.7
7	With whom do you want to speak English?	With your teacher	18	12
		With your friends	80	53.4
		With family	20	13.3
		With everybody who can speak English	32	21.3

Table 15: *Students' response about where and with whom they prefer to speak English*

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

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

4.2.6. Students' attitude towards a person who speaks English

The assumption here is that if someone like another person who speaks English everywhere and every time, indirectly he/she has positive attitude towards the language. According to literature review, if a person hates

somebody who speaks English, it can be said that he/she has negative attitude towards the language.

SN	Items	Alternatives	Respondents in No	Respondents in %
8	What is your attitude towards a person who speaks English everywhere and every time?	I like him/her	83	53.3
		I hate him/her	67	44.7

Table 16: *Students' response about their attitude towards a person who speaks English everywhere and every time*

Table 16 shows students' attitude towards a person who speaks English everywhere and every time. Accordingly, 53.3% of the students like a person who speaks English everywhere and every time. The remaining 44.7 % did not.

The assumption here is that, those who like a person who speaks English everywhere and every time have positive attitude towards the language. But, a significant number of students did not like such type of person. From this one can conclude that such type of students have negative attitude towards the language.

4.2.7. Students' Care for grammar and vocabulary

SN	Items	Alternatives	Respondents in No	Respondents in %
9	How often do you take care for grammar and vocabulary?	Most frequently	20	13.3
		More frequently	8	5.3
		Frequently	20	13.3
		Less frequently	86	57.4
		Least frequently	16	10.7

Table 17: *Students' response about how often do they take care for grammar and vocabulary*

The above table indicates students response about how often do they take care for grammar and vocabulary. Hence, only 13.3% of the students take care for grammar and vocabulary most frequently. Above half (57.4%) of the students on the other hand take care for grammar and vocabulary less frequently.

This shows that the majority of the students are speaking English without appropriate use of grammar and vocabulary. In relation to this point Bygate (1987), said that it is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. Opposite to this fact, students are not giving emphasis for grammar and vocabulary and this may led them to develop wrong perception about the language.

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

No	Items	Alternatives	Respondents in No	Respondents in %
10	How do you evaluate your teachers' effort to help you improve speaking?	Excellent	2	1.3
		Very good	16	10.7
		Good	32	21.3
		Poor	47	31.3
		Very poor	53	35.4
11	How interesting are the speaking lessons that are prepared by your teacher?	Most interesting	7	4.7
		More interesting	25	16.7
		Interesting	36	24
		Less interesting	77	51.3
		Least interesting	5	3.3

12	What is the role of your spoken teacher in the class?	Dominator	98	65.4
		Silent sitter	32	21.3
		Facilitator	20	13.3

Table 18: *Students' response for how they evaluate their teachers effort to help them improve speaking, the attractiveness of the speaking lessons that are prepared by their teaches and the role of their teachers in the classroom*

Table 18 shows students' response for how they evaluate their teachers' effort to help them improve speaking, the attractiveness of speaking lessons prepared by their teachers and the role of their teachers in the classroom. Hence, 1.3% of students said that teachers' effort to help them improve speaking is excellent. But, 31.3% and 35.4% of the students evaluated their teachers' effort as poor and very poor respectively. On students' speech development, teachers' role has great place. Since most of the practices are made between the students and their teachers high amount of teachers role should be needed. According to Byrne (1987), among the teachers role to help students, they should stand at the front of the class, look at students, look interested in what the students are saying, control the class clearly and economically, make sure that the students got enough practice can be mentioned. But, according to students' evaluation, their teachers' effort to do this is very less and this can produce negative feeling towards the language among students.

Regarding with the attractiveness of the speaking lessons prepared by their teachers, 4.7% of the students said they are most interesting while 51.3% said they are less interesting. It is not questionable that, interesting speaking lessons can capture students' attention highly. Those speaking lessons are prepared by the subject teachers. But, instead of capturing students' attention, speaking lessons that are prepared by the teachers are less

interesting and this will push students to develop negative attitude towards the language.

In addition to the above points, with regard to their teachers' role in the classroom, 65.4% said teachers are dominators while 21.3% and 13.3% said teachers are silent sitters and facilitators respectively. As it is indicated in teachers' response analysis, even though teachers said that most of them are facilitators, the fact shown from the students' questionnaire and the classroom observation is absolutely opposite. Teachers are dominators and this will not help students to improve their speaking skill. Especially for speaking lesson, the teachers' task must be, as conductor, organizer and monitor, simulator and as manager and consultant (see the literature).

4.2.9. Students' responses about how interesting are the speaking activities found in their text book

SN	Items	Alternatives	Respondents in No	Respondents in %
13	How interesting are the speaking activities that are found in your text book?	Most interesting	0	0
		More interesting	0	0
		Interesting	32	21.3
		Less interesting	49	32.7
		Least interesting	69	46

Table 19: *Students' responses about how interesting are the speaking activities found in their text book*

The above table shows how interesting are the speaking activities found in students text-book. Hence, no student said the speaking activities found in their text-book are most or more interesting. On the contrary, the majority of the students replied the speaking lessons are less and least interesting.

The same result was shown in the speaking lessons that are prepared by the spoken teachers. According to the result gained from students interview, there is no a single attractive activity in the text-book starting from chapter one to the end. In addition to this problem, the amount of time allocated for each activity is too small. This shows that much attention is not given for speaking lesson by the course book material developers. Because of this problem, the teachers and the students prefer to jump or formulate their own activity out of the text-book. As a result of this students attitude to the skill may become negative.

4.2.10. Students' response for how long do they practice speaking in the class per period and how they practice speaking in the class

SN	Items	Alternatives	Respondents in No	Respondents in %
14	How long do you practice speaking in the classroom per period?	5-10 minutes	89	59.3
		10-15 minutes	61	40.7
		15-20 minutes	0	0
		Above 20 minutes	0	0
15	How do you practice speaking in the class?	In pairs	5	3.3
		In groups	29	19.3
		The whole class as one group	116	77.4

Table 20: *Students' response for how long do they practice speaking in the class per period and how they practice speaking in the class*

Table 20 shows students response for how long does students practice speaking in the class per period and how they practice speaking in the class. Accordingly, 59.3% of the students reported that they practiced speaking only for 5-10 minutes per period. The remaining 40.7% said they practiced speaking for not more than 15 minutes. On the other hand, with regard to the way how students practice speaking, around 3.3% of the students replied

they practiced in pairs. 19.3% said in groups while the majority of the students said that they practiced speaking the whole class as one group. This is also a great factor that can push students to develop poor perception about speaking skill.

4.2.11. Students' speaking habit after school

SN	Items	Alternatives	Respondents in No	Respondents in %
16	How is your speaking habit after school?	Excellent	12	8
		Very good	8	5.3
		Good	42	28
		Poor	76	50.7
		Very poor	12	8

Table 21: *Students' response about their speaking habit after school*

The above table shows the speaking habit of students after school. Hence, only 8% of the students have excellent habit of speaking after school. On the contrary, 50.7% have poor habit of speaking after school. A significant number of students have good speaking habit after school.

As it is shown above, almost half of the students have poor habit of speaking in English after school. Language accuracy can be achieved by making practice every time, everywhere and with everybody who can speak English. If students will not practice, they will not be good at speaking. At this time they may develop negative perception about the language.

4.3. The Speaking Instruction

Results Obtained from Classroom Observation

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

4.3.1. Teachers Role to Teach Speaking

EFL Classroom Observation Checklist

Name of the School: Yekatit 23 and Jiva School

Teacher's Qualification: All Degree

Observer: The Researcher and Co-observer

Date of Observation: 22/06/03 E.C

SN	Questions	Response Frequency				
		Always	Often	Someti mes	Rarely	Never
1	Provide maximum opportunity for students to talk the target language				✓	
2	Try to involve each student in every speaking activity			✓		
3	Indicate positive sign when commenting on a students' response			✓		
4	Ask eliciting questions such as "What do you mean? How do you reach that conclusion?" in order to motivate students to talk more				✓	
5	Provide written feedback like: your presentation was really great! I really appreciated your efforts in preparing the materials and efficient use of your voice					✓
6	Do not correct student's pronunciation mistakes very often while they are speaking					✓
7	Circulate around the classroom while the students make practice			✓		
8	Provide the vocabulary before practice				✓	

(Adapted from Kayi, 2009)

- **Provide Maximum Time for Students**

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

- **Involving Each Student**

When we see the students' involvement in the speaking class, teachers' trial to involve each student in every speaking activity is less. The class is dominated by the participation of some clever students. As the point made by Klippel (1992), teachers should try to involve each student in every speaking activity. But, every student is not engaged and participated in every speaking activity.

- **Indicate Positive Signs**

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

- **Ask Eliciting Questions**

When we see the concept of motivating students, teachers rarely ask eliciting questions such as "What do you mean? How do you reach this conclusion?", in order to motivate students to talk more. This is directly related to the above

issue. First teachers did not give enough time for practice. Students by their remaining time did not get motivation and positive sign.

- **Provide Written Feedback**

In the teaching learning process, there are verbal and written feedbacks gained from the teacher. We have seen that there are no verbal feedbacks and the same is true for written feedback. Teachers never provide written feedback like “Your presentation was really great! I really appreciated your efforts in preparing the materials and efficient use of your voice.” With this quality teachers are poor.

- **Correcting Students Pronunciation Mistakes**

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

- **Circulate Around the Classroom**

One of the qualities of good teachers is circulating around the classroom so as to check whether every student is learning properly or not. With regard to this point teachers never circulate around the classroom. They mention large class size for not doing this.

- **Provide the Vocabulary before Practice.**

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

4.3.2. Students' Role to Learn Speaking

SN	Questions	Measurement Degree				
		Excellent	Very Good	Good	Poor	Very Poor
1	Practice as much as they can				✓	
2	Doing the tasks given by the teacher successfully				✓	
3	Responding to the teacher's talk and questions				✓	
4	Their effort not to translate and not to use mother tongue					✓
5	Their effort to build their confidence				✓	
6	Appropriate use of grammar and vocabulary					✓
7	Asking unclear issues and questions					✓
8	Showing interest to discuss ideas in groups in detail					✓

(Adapted from Kayi, 2009)

• Practice

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

- **Doing Tasks**

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

- **Responding**

Only very few students were observed while they were responding to the teachers talk and questions while large number of students remain silent sitters.

- **Effort not to Translate and not to Use Mother Tongue**

Students effort for not to translate and not to use mother tongue, is very poor.

- **Effort to Build their Confidence**

Students' effort to build their confidence is also poor. They have no confidence while they speak in front of the class. According to the interview made with them, they refer lack of practice as a cause for this.

- **Appropriate use of Grammar and Vocabulary**

Students' effort for the appropriate use of grammar and vocabulary is again poor.

- **Asking Unclear Issues and Questions**

Students' effort to ask unclear issues and questions is also poor.

- **Showing Interest to Discuss Ideas in Groups**

Students' interest to discuss ideas in groups in detail is poor.

CHAPTER FIVE

5. Conclusions and Recommendations

Introduction

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

5.1. Conclusions

Based on the results gained from the analysis in the previous chapter, we can prepare conclusions that have pedagogical implications from the following.

- ✗ Teachers' perception of speaking skill
- ✗ Speaking instructions
- ✗ Students' perception of speaking skill

1. Teachers were not using English for communication purpose. They have no interest to speak the language. Some of them, afraid to speak English in front of their colleagues. They did not have interest to improve their speaking skill and to use the language everywhere with everybody who can speak the language. They did not take care for grammar and vocabulary and they did not have good speaking habit after school. So, in many ways, teachers' perception of speaking skill can be said poor (negative).
2. The speaking instructions have also ample problems. There were no interesting lessons and activities in the students' text-book so that students have no interest to learn it. Enough time was not given for students to practice. Students were not practicing the language in pairs or in groups. Teachers were not act as facilitators. And there were not speaking exams or tests. So that speaking instructions were not conducted appropriately (properly).

3. Students were not using English for communication purpose. They have no interest to speak the language. Most of them, afraid to speak English in front of their friends. They did not have interest to improve their speaking skill and to use the language everywhere with everybody who can speak the language. They did not take care for grammar and vocabulary and they did not have good speaking habit after school. So, students have also poor (negative) perception of the skill.

5.2. Recommendations

The following recommendations are forwarded based on the findings of this research.

Both Teachers and Students Should:

- ✎ Speak English for communication purpose.
- ✎ Show interest to speak the language.
- ✎ Try not to afraid to speak in front of people.
- ✎ Try to improve their speaking ability.
- ✎ Speak English everywhere and every time with everybody who can speak the language.
- ✎ Take care, for grammar and vocabulary while speaking.
- ✎ Have good speaking habit after school.

Only Teachers Should:

- ✎ Prepare interesting speaking lessons that can capture learners' attention.
- ✎ Give enough time for practice to their students.
- ✎ Act as facilitators not dominators or silent sitters in the classroom.
- ✎ Try to teach speaking in pairs rather than taking the whole class as one group.

- ✎ Incorporate speaking tests or exams so as to minimize the wash back effect.
- ✎ Course Material Developers Should:
- ✎ Incorporate interesting speaking activities that can capture students' attention.
- ✎ Give longer time for the practice of speaking activities in the syllabus.
- ✎ Incorporate speaking tests or exams so as to minimize the wash back effect.

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APPENDICES

APPENDIX-A

Teachers' Questionnaire

Dear Teacher,

The aim of this questionnaire is to gather information about “Teachers’ Perception about Speaking Skill, Speaking Instruction and Students’ Perception of Speaking Skill”. Since your responses are important to arrive at a reliable result, you are kindly requested to give your genuine response to each item.

Thank You!

Instruction

- ☒ You do not need to write your name.
- ☒ Please, circle the letter of your response among the given alternatives.

1. Why do you speak English? It is because...
 - A. I like the language
 - B. It is an international language
 - C. I’m interested with the culture of British people
 - D. It will help me to get a good job
 - E. To communicate with other people
2. To what extent do you like the English language?
 - A. Very much
 - B. Much
 - C. Less
 - D. Least
3. How much are you interested to speak in English?
 - A. Most interested
 - B. More interested
 - C. Interested
 - D. Less interested
 - E. Least interested
4. How good are you in elaborating issues in English to your students?
 - A. Excellent
 - B. Very Good
 - D. Poor
 - E. Very Poor

12. How interesting are the speaking lessons that are prepared for your students?
- A. Most interesting
 - B. More interesting
 - C. Interesting
 - D. Less interesting
 - E. Least interesting
13. How interesting are the speaking activities found in students' text book?
- A. Most interesting
 - B. More interesting
 - C. Interesting
 - D. Less interesting
 - E. Least interesting
14. How long do you give time for your students to practice speaking in the classroom per period?
- A. 5-10 Minutes
 - B. 10-15 Minutes
 - C. 15-20 Minutes
 - D. above 20 Minutes
15. What is your role in the class?
- A. Dominator
 - B. Silent Sitter
 - C. Facilitator
16. How do you teach speaking in the class?
- A. in Pairs
 - B. in Groups
 - C. the whole class as one group
17. How is your speaking habit after school?
- A. Excellent
 - B. Very Good
 - C. Good
 - D. Poor
 - E. Very Poor

APPENDIX-B

Students' Questionnaire

Dear Student,

The aim of this questionnaire is to gather information about “Teachers’ Perception about Speaking Skill, Speaking Instruction and Students’ Perception of Speaking Skill”. Since your responses are important to arrive at a reliable result, you are kindly requested to give your genuine response to each item.

Thank You!

Instruction

- ✎ You do not need to write your name.
- ✎ Please, circle the letter of your response among the given alternatives.

1. Why do you speak English? It is because...
 - A. I like the language
 - B. It is an international language
 - C. I'm interested with the culture of British people
 - D. It will help me to get a good job
 - E. To communicate with other people
2. How much are you interested to speak English?
 - A. most interested
 - B. more interested
 - C. interested
 - D. less interested
 - E. least interested
3. Do you afraid to speak English?
 - A. Yes
 - B. No
4. How good are you in expressing your views by spoken English?
 - A. Excellent
 - D. Poor

- B. Very Good
C. Good
- E. Very Poor
5. How often do you speak English?
A. most frequently
B. more frequently
C. frequently
D. less frequently
E. least frequently
6. Where do you prefer to speak English?
A. Inside the classroom
B. Outside the classroom
C. At your home
D. Everywhere
7. With whom do you want to speak?
A. With your teacher
B. With your friends
C. With family
D. With everybody who can speak English
8. What is your attitude towards a person who speaks English everywhere and every time?
A. I like him/her
B. I hate him/her
9. How often do you take care for grammar and vocabulary while you speak English?
A. Most frequently
B. More frequently
C. Frequently
D. Less frequently
E. Least frequently
10. How do you evaluate your teacher's effort to help you improve speaking?
A. Excellent
B. Very Good
C. Good
D. Poor
E. Very Poor

11. How interesting are the speaking lessons that are prepared by your teacher?
- A. Most interesting
 - B. More interesting
 - C. Interesting
 - D. Less interesting
 - E. Least interesting
12. What is the role of your spoken teacher in the class?
- A. Dominator
 - B. Silent Sitter
 - C. Facilitator
13. How interesting are the speaking activities found in your text book?
- A. Most interesting
 - B. More interesting
 - C. Interesting
 - D. Less interesting
 - E. Least interesting
14. How long do you practice speaking in the classroom per period?
- A. 5-10 Minutes
 - B. 10-15 Minutes
 - C. 15-20 Minutes
 - D. above 20 Minutes
15. How do you practice speaking in the class?
- A. in Pairs
 - B. in Groups
 - C. the whole class as one group
16. How is your speaking habit after school?
- A. Excellent
 - B. Very Good
 - C. Good
 - D. Poor
 - E. Very Poor

APPENDIX-D

EFL Classroom Observation Checklist

Name of the School: _____ Grade: 9th

Teacher's Qualification: _____ Lesson: Speaking Instruction

Observer: the researcher and co-observer Date: _____

A. Teachers' Role to Teach Speaking

SN	Questions	Response Frequency				
		Always	Often	Sometimes	Rarely	Never
1	Provide maximum opportunity for students to talk the target language					
2	Try to involve each student in every speaking activity					
3	Indicate positive sign when commenting on a students' response					
4	Ask eliciting questions such as "What do you mean? How do you reach that conclusion?" in order to motivate students to talk more					
5	Provide written feedback like: your presentation was really great! I really appreciated your efforts in preparing the materials and efficient use of your voice					
6	Do not correct student's pronunciation mistakes very often while they are speaking					
7	Circulate around the classroom while the students make practice					
8	Provide the vocabulary before practice					

B. Students' Role to Learn Speaking

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

APPENDIX-E

Interview

A. Teachers' Interview

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

B. Students' Interview

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