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**SPEAKING STRATEGIES
EMPLOYED BY
FIRST YEAR STUDENTS AT THE KOTEBE COLLEGE OF
TEACHER EDUCATION**

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**BY
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ABSTRACT

This study is an attempt to investigate and describe the current speaking strategies used by first year diploma students majoring English at the Kotebe College of Teacher Education. 25 students were involved and four research instruments namely: a questionnaire, interviews, classroom observation and video-recording were used in collecting data from the students.

The first chapter of this paper deals with a statement of the problem, the purpose and significance of the study, definition of terms, scope, and limitation of the study. Chapter two is devoted to reviewing related literature dealing with background research in learning strategies in general and the research studies in speaking strategies in particular, the research studies regarding learning strategies in Ethiopia, and finally the place of speaking in language learning. In the third chapter, the research procedure is described followed by the results and discussion in the fourth chapter. The fifth and final chapter consists of implications and recommendations made on the basis of the results of this study.

The results revealed that the majority of the subjects involved in this study were found to be strategic and generally to utilize various speaking strategies believed by researchers to facilitate successful speaking. According to the results, although the subjects appeared to be generally promising and with remarkable interest to develop their speaking skill, there were certain strategies which were either rarely or never used by them. Some known strategies appeared to be used less frequently and were less developed. The possible reason could be lack of awareness and experience in using them. Consequently, it is recommended that the students need to be helped in becoming aware of the various strategies they can use to facilitate their speaking.

CHAPTER ONE

INTRODUCTION

1.1. Statement of The Problem

Language learning for much of its history has been concerned with the receptive skills particularly with the written language /Brown et. al 1984:1/. The spoken language has been given little or no recognition in educational thinking /Richards 1989, Haliday 1990, Bygate 1993/. The written language, being the language of scholarship, has enjoyed a superior position and studied with excellent exemplification.

It is relatively recently that educationalist have begun to seriously consider the importance and necessity of learning the spoken language /Brown et.al 1984/. Thus a general shift towards an integrated skills approach to the teaching-learning of language at all levels has emerged with speaking as one of the major components in the integration. This general shift has paved a way and encouraged researchers and language teachers to the study of the various strategies of the second/foreign language in use to meet the needs of communication. And as Rivers underlines, research into strategies of language use within the corpus with which the student has become acquainted at a particular stage of classroom learning would be interesting and enlightening /1989: 167/.

Hence, in this study, an attempt is made to investigate the current speaking strategies first year students at the Kotebe College of Teacher Education employ in their attempt to study English during their Spoken English classes. The aim is to discover

what speaking strategies the students employ or utilize on their own to facilitate their speaking proficiency.

1.2. Purpose of The Study

The purpose of the study is to find out what speaking strategies Freshman students at Kotebe College of Teacher Education use in facilitating their speaking proficiency.

The problem addressed in this study is, then, concerned with the following basic points:

1. Investigating or identifying the range of speaking strategies used by first year students at Kotebe College of Teacher Education during spoken English classes.
2. Determining if the strategies could be defined and organized within existing strategy classification frameworks.

1.3. Significance of The Study

It is true that language teaching and learning can be improved if we have a better understanding of the language learner and of the learning process. In this case, it is hoped that the results of this research will provide us with a good picture of the speaking strategies first year students employ in learning Spoken English at the said college.

On the basis of the results of this study, we hope to obtain the following outcomes:

1. By looking at the strategies the students already employ, it will be possible to introduce new ones through consciousness-raising programmes and related strategy training.

2. The results may provide new insights for researchers and material designers.

3. Learners can also benefit not only in becoming more efficient in their speaking but also more autonomous in their learning from the consciousness-raising and strategy training activities introduced.

Generally, investigations into such speaking strategies, as Rivers puts it, are very useful in that, '...they [the strategies] may be encouraged, or even taught, and incorporated into teaching materials /1989: 167/. That is, the study may give us a better understanding of the language learns and the learning process so that teaching-learning can be assessed and improved.

1.4. Definition of Terms

Direct strategies. Language learning strategies that directly involve the target language.

- Indirect strategies.** They are language learning strategies which support and manage language learning without /in many instances/ directly involving the target language.
- Metacognitive strategy.** A learning strategy that involves thinking about or knowledge of the learning process, planning for learning, monitoring learning while it is taking place, or self-evaluation of learning, after the task has been completed /O'Malley et al 1990: 230/.
- Cognitive strategy.** More directly related to specific learning tasks, which involve the learner in doing things with the language and their learning materials /Ellis et al 1990: 12/.
- Compensation strategy.** Strategy which aids learners in overcoming knowledge gaps and continuing to communicate authentically /Oxford 1990: 10/.
- Social/affective strategy.** Learning strategy which consists of using social interactions to assist in the comprehension, learning, or retention of information and using mental control over personal affect that interferes with learning /O'Malley et al 1990: 232/.

1.5. Scope of The Study

The present study is carried out on the currently enrolled first year diploma students majoring English at the Kotebe College of Teacher Education. Subjects consist of 25 students taking the 'Spoken English' Course.

1.6. Limitation of The Study

Learners strategies are at times observable and at times not. This study will deal only with those speaking strategies that are observable or that can be obtained from the actual transcribed data, as well as, strategies that are reported by the subjects themselves.

Also, in the student questionnaire, questions on the students' biography were included, however, since most of the students did not give the necessary information, this part was dropped and not included in the result and discussion part.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Learning Strategy.

Research and theory in second/foreign language learning confirms that language learners use a variety of strategies when engaged in a learning task in order to assist them gain command over new language skills /O'Malley, 1987: 3/. That is, learners bring to the task of language learning a varied repertoire of learning strategies, and, as Wenden and many researchers indicate, do apply particular strategies depending on the specific skill /1987: 72/.

Initially the literature on strategies in second language learning has emerged from a concern for identifying the characteristics of effective learners /O'Malley 1987:3/. Gradually it has become widely recognized throughout education under various names such as learning skills, learning to learn skills, thinking skills, problem - solving skills etc /Oxford 1990: 2/.

Many scholars, though they seem to agree on the learners use of various strategies, have been proposing different definitions and illustrations for learning strategies. Researchers such as Rubin /1975/ and Naiman et al /1978/ have tried to define strategy in relation to 'good language learners', and others such as O'Malley /1987/ and Oxford /1990/ have tried to examine it in relation to language learning theories and cognitive psychology. At the same time, scholars such as Stern /1980/ have tried to show the distinction between learning strategies and learning techniques.

The following are some of the definitions of learning strategies given by different scholars.

Rubin /1975/ initially defines learning strategies as, 'Techniques or devices which a learner may use to acquire knowledge'/Ellis et al 1990: 15/. Later on, in her article she contributed to Wenden et al /1987/ she says,

... any set of operations, steps, plans, routines used by the learners to facilitate the obtaining, storage, retrieval and use of information /p.19/.

Brown's definition of learning strategy is,

... [a] method of approaching a problem or task, a mode of operation for achieving a particular end, a planned design for controlling and manipulating certain information /1980: 83/.

Chamot also in her article to Wenden et al /1987/ defines learning strategies as,

... techniques, operations or deliberate actions that students take to facilitate the learning and recall of both linguistic and content area information /p.17/.

O'Malley on his part puts the definition as follows: 'Learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information' /1987:1/.

Recently Oxford has defined learning strategies as,

... specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations /1990: 8/.

Stern /1980/, unlike the other scholars, makes a distinction between strategy and technique:

... strategy is best reserved for general tendencies or overall characteristics of the approach employed by the language learner, ... learning techniques refer to particular forms of observable learning behaviour, more or less consciously by the learner /p.405/.

The above definitions generally seem to imply one important point: understanding and identifying the characteristics of second/foreign language learners. And such knowledge about the characteristics of language learners could actually lead to the cultivation of self-reliance and eventually to the development of learner autonomy /Wenden et al 1987: 71/.

The use of learning strategies depends on the specific learning activities and skills. For instance, body movement is believed to be mostly used to compensate for certain language items or to respond to certain questions, whereas, metacognitive strategies such as self-monitoring can be applied to any type of learning /Chamot 1987: 242/.

Learning strategies are a key to greater autonomy and more meaningful learning. They encourage greater overall self-direction for learners, and this is, as Oxford underlines, important since, '... they [the students] will not always have the teacher around to guide them as they use the language outside the classroom '/1990: 10/. Self-directed students gradually gain greater confidence, involvement and proficiency.

Generally, strategies are problem-oriented in which learners utilize them to respond to a learning need /Wenden et al 1987: 7/.

2.2. Background Research in Learning Strategies

2.2.1. An Overview

In recent years, there has been a shift in focus from the teacher to the learner - from exclusive focus on the improvement of teaching to an increased concern for how learners go about their learning tasks in a second or foreign language. It, then, has become clearer that much of the responsibility for success in language learning rests with individual learners and their ability to take full advantage of opportunities to learn /Oxford 1990/. This is an important and remarkable shift from the mere focus on what the students learn to a focus that includes how students gain language - a shift from the product to the process of language learning.

As Oxford indicates the process orientation implies, '... a strong concern for the learners' strategies for gaining language skills' /1990: 5/, whereas, the product orientation is concerned with what the students learn or acquire.

Therefore, the focus on the learners is one of the major leaps and shifts which pays more attention to how students successfully learn and how they achieve their goals which in turn leads to the study of:

1. how learners approach learning both in and out of the classroom, and
2. the kind of strategies and cognitive processing they use in second and foreign languages acquisition /O'Malley et al 1990: viii/.

Such investigations on learners' learning strategies, a new endeavour in the field of language learning, has emerged as mentioned before from a concern for identifying the characteristics of effective or successful second language learners. For example, the research on learning strategies which was first initiated by Joan Rubin /1975/ focused mainly on the strategies of successful learners on the assumption that, once identified, the strategies used by successful learners could be made available to less successful learners /Wenden et al 1987: xi/. Since then, the interest in learner strategies has greatly increased and indeed gained new momentum.

Rubin /1981/ has proposed a classification scheme that subsumes learning strategies under two primary groupings and a number of subgroups. Her first primary category consists of strategies that directly affect learning such as:

clarification/verification, monitoring, memorization,
guessing / inductive reasoning, deductive reasoning, and
practice.

The second primary category includes those which contribute indirectly to learning such as:

creating practice opportunities and using production tricks
like communication strategies /O'Malley et al 1990: 3/.

The classification scheme has been made on the basis of extensive data collected in varied settings.

Naiman et al /1978/, following Rubin's /1975/ fundamentals that the good language learner has something to teach us, have conducted research studies and proposed an alternative scheme containing five broad categories of learning strategies and a number of secondary categories.

According to the classification, the primary categories are common to all good language learners interviewed, and comprise aspects like:

active task approach, realization of language as a system, realization of language as a means of communication and interaction, management of affective demands and monitoring of second language performance /Wenden et al 1987: 20/.

The secondary categories such as:

seeking and exploiting learning environments, adding related language learning activities to regular classroom programmes, making L₁/L₂ comparisons, emphasizing fluency over accuracy, constantly revising L₂ system by testing influences and asking L₂ native speakers for feedback etc.

are characteristics of only some good learners /O'Malley et al 1990: 6/. Naiman et al's classification scheme has been based on interviews with good language learners and an initial strategy scheme suggested by Stern /1975/.

Later on, O'Malley et al /1985a/ have distinguished three learning strategies: Metacognitive, Cognitive and Social /affective strategies. The classification was made after a descriptive study on the learning strategies and the level or type of processing they involved.

According to the study, metacognitive strategies are higher order executive skills which may entail planning, monitoring and evaluating success of a learning activity. Whereas cognitive strategies operate directly on incoming information and manipulating it in ways that enhance learning, the social/affective strategies on the other hand include either interacting with one another or the control of overt affect /O'Malley et al 1990: 44-5/.

Among the researchers on learning strategies, it is Rebecca Oxford /1990/ who has made an extensive study and has come up with or compiled a number of techniques employed by students. She has classified them into two major categories and six subcategories. Direct and indirect are the two major categories-memory, cognitive and compensation subcategories subsumed under direct, and metacognitive, affective and social under the indirect strategies.

Here the direct strategies are those involved directly in practising and manipulating the target language, whereas, the indirect strategies are those used for general management of learning in coordinating the learning process, regulating emotions and learning with others. Oxford's classification scheme,

... are similar to the terms Rubin /1981/ used to describe her classifications ... [though] ... the actual definitions and specific strategies are different /O'Malley et al 1990: 103/.

2.2.2. Research on Speaking Strategies

Meanwhile, although different researchers have identified different strategies, it is Naiman et al /1978/ who first tried to deal with and identify the different strategies in light of the various language skills. For example, they have identified strategies used in facilitating speaking such as avoidance of fear of making mistakes, making contact with native speakers, asking for corrections and memorizing dialogues.

O'Malley et al /1990/ have also identified and discussed certain speaking strategies which were used by the students in combination with other strategies. Some of the speaking strategies identified were: functional planning /rehearsing to carry out

an upcoming language task/, self-monitoring /checking the appropriateness of one's oral production while it is taking place/, self-evaluation/ checking the outcomes of one's own language learning/, imitating a language model, transfer, that is, using previous linguistic knowledge to assist production, translation, and cooperation /working together with one or more peers to solve a problem/.

Oxford, too, in her extensive study on learning strategies, has tried to identify different speaking strategies although she considers the scheme as a proposal to be tested through practical classroom use and research /1990: 6/. She has used the 'Strategy Inventory for Language Learning' /SILL/ in identifying the learning strategies which has been later augmented by linking strategies to various language skills such as speaking.

2.2.3. Strategy Studies in Ethiopia

In spite of the above works, research studies regarding learning strategies in Ethiopia are very rare. To the best of the researcher's knowledge, Fasil Demissie's, Berhanu Bogale's and Girma Gezehagn's MA theses could be cited as research studies on learning strategies. Fasil Demissie /1992/ has tried to investigate and describe the communication strategies employed by senior high school students in oral production of English. Berhanu Bogale /1993/ also has made an attempt to find out the interactional listening strategies 4th year AAU students use, i.e., it is designed to examine how the students could indicate understanding and problems of understanding

in interactional listening. And, finally, Giram Gezahegn /1994/ has tried to describe the reading strategies employed by AAU first year students based on questionnaire and guided - interview.

Generally, the number of surveys on learning strategies shows the growing interest in understanding the learner and the learning process as a whole so as to come up with possible solutions which may help to deal with learning a language. Certainly as this is a growing field, solid research studies in this area and related fields may help to examine and evaluate the appropriateness and potential effectiveness of the various strategies before suggesting possible solutions.

2.3. Speaking and Its Place in Language Learning

Speaking a foreign language correctly is perhaps the most difficult of all skills. When speaking, not only is a speaker required to put words together in an understandable way, but also he/she to speak them in an intelligible fashion /Jones 1993: 7/. Moreover, when, for example, conversing with someone, an instant reaction or thought is called for. If, on the other hand, we take writing, there could be perhaps enough time to think about and to look up the words and expressions we are using in dictionaries, and, at the same time, there could be time for second thoughts and for going through what has been written again and again.

However, the spoken language, despite its being the most difficult compared to the other skills, has been given little or no recognition in educational thinking and certainly it has not been considered as a vehicle of learning /Haliday 1990: 96/. It has

been in many ways an undervalued skill which could perhaps be because we can almost all speak compared to writing and reading and so take the skill too much for granted, or due to the fact that speaking is transient and improvised, and can therefore be viewed as facile, superficial, or glib / Bygate 1993: vii/. Traditionally, therefore, for these and other reasons, the first task of teachers has been to ensure that children could read and write. In other words, as Haliday notes,

Once a child is literate, it is assumed that he or she can use written language as a tool for learning, in the same way that he or she has always learnt through spoken language /1990: 96/.

Nevertheless, despite the little recognition given to it /the spoken language/ in educational thinking, the dynamic changes and developments in methods of language teaching throughout history reflect recognition of changes in the kind of proficiency learners need, such as a move toward oral proficiency rather than reading comprehension, for example, as the only goal of language study /Richards et al 1989: 1/.

The serious consideration of the spoken language as a decisive skill on second/foreign language teaching - learning can be generally dated to the subsequent years of the Second World War/Brown et al 1989: 2/ when a few enthusiasts began to insist on its inclusion in foreign language teaching. But it is only during the last twenty years that this view has prevailed and become widely accepted /Brown 1985: 1/.

Scholars, who have been able to see the important role of the spoken language in foreign language teaching, have pointed out that the written language alone could not give the necessary competence in a foreign language as the students have been devoid

of the sort of spoken language which is highly valued within the educational system /Brown et al 1984: 5/. Teachers, too, have begun to give recognition to the learning potential the spoken language has and hence have started to assign a certain place in their class activities. In fact, this has been noted and determined by the pattern of speech roles that the spoken language sets up. That is, as Haliday underlines,

... it is quicker and more effective to check whether a student knows the answer by asking a question orally in class than by setting a written test every time /1990: 96/.

It is interesting to note that the spoken language, though viewed by some people even today as a skill desirable in itself /the need to be articulate, 'orate', to get on in life/, its role as an essential equipment for learning other things /Haliday 1990: 90/ is prized more greatly and is getting the attention of researchers and teachers in the day-to-day teaching activity /Jones 1993: 33/. It is believed by many scholars to be the most natural way of learning a new language /Rivers 1989: 110/. At the same time, from the teachers practical activities and the research studies conducted concerning its importance and place in language teaching-learning, it has come to be understood as a vehicle of language learning through which much language is learnt /Bygate 1993: vii/. It is a means of increasing the students' confidence, building a warm, uninhibited, confident, sympathetic relationship among the students and between the teacher and students. It is a means by which the students can see the practical and tangible value or use of the language as they speak and interact through it /Rivers 1985, Brown et al 1989/. It gives life to the classroom teaching-learning process.

Generally, speaking is a means of socialising oneself with others in and outside the classroom/Richards 1989, Brown et al 1984/, of increasing the students' confidence

by reducing tension, and of internalizing pronunciation, stress and intonation of a language /Rivers 1988, Oxford 1990/. Hence, since it is central to classroom education and almost everything goes through it, teachers and researchers in language teaching-learning insist that putting a great effort is necessary to develop speaking competence /Brown et al 1984: 10/.

Speaking, thus, having these and other uses, it is necessary that it be investigated and a thorough knowledge is obtained about it in the teaching-learning process.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Subjects of The Study

The college where this study was conducted is located in the suburb of Addis Ababa called Kotebe after which the Kotebe College of Teacher Education is named.

The College is one of the well-known teacher education centres in Ethiopia offering both degree and diploma courses. It runs regular, extension and summer programmes. The regular programme qualifies graduates with diploma and bachelor of education degrees and trains them to teach in secondary schools. The extension programme awards diploma to the graduates after training them to teach in the middle secondary school levels, while the summer, basically an in-service programme, upgrades teachers to teach in the lower and middle secondary levels.

The subjects of this study were first year diploma students who were studying English as a major area at the college. Since there were only 25 students taking the Spoken English course, all of them were involved in the study. All of them filled in the questionnaire and 10 students selected randomly were interviewed as a follow up to the responses in the questionnaire.

3.2. Course Description

First year diploma students who study English as a major subject take Spoken English I /Eng. 141/ and Spoken English II / Eng. 142/ during the first and second semesters, respectively, and each is a three-credit-hour course.

According to the College Catalogue, the courses consist of impromptu speech, introductions /formal and informal/, expressing likes and dislikes, dialogue practice, telling direction, preparing and delivering speeches, invitations, parting, requests, closing a conversation etc. /1992: 57/.

The Spoken English course is taught exclusively by the concerned instructor, without the benefit of a language laboratory to help the students practise their speaking and listening skills. In fact, the role of the instructor here is to facilitate and encourage the students to discuss, generate ideas, develop arguments over certain points and issues which may be raised in the class.

3.3. Instruments Used in The Study

Some strategies occur overtly and are relatively easy to observe, whereas other strategies occur only covertly and require introspective forms of data collection in which the informant provides a description of the strategies he/she employs. Research has confirmed that the broadest range of coverage for strategy use can be obtained through questionnaires and interviews and to some extent through classroom

observations. In this study, the instruments used for data collection were classroom observation, student questionnaire, student guided interview and video-recording.

The questions in the questionnaire and interview were designed in such a way that the students could show or describe the strategies they used with specific language tasks /See Appendixes 1&2/.

3.2.1. The Observations

It is true that classroom observation can help to notice and describe the students' paralinguistic behaviours, such as eye and head movements, smiles, eye contact as well as verbal linguistic behaviours - what they actually say etc. although it cannot easily capture what the students think or how they feel. However, in the hope that the information which may be gathered through classroom observation would enrich the data on student speaking strategy use, successive classroom observations for fifteen sessions were conducted.

3.2.2. The Questionnaire

The student questionnaire included thirty items belonging to six categories. The items were presented to the students not in categoric sequence but in jumbled form.

The items included in the questionnaire were brief statements about the feature of speaking strategies. They were designed in light of the potential they had in eliciting information from the subjects /See Appendix-1/.

Responses were measured on a five-point Likert scale of intensity rating which places an individual somewhere on an agreement continuum /Kerlinger 1977: 496/ concerning a particular item. This greater variance response was selected with the assumption that individuals show differences in frequenting or using the various strategies. Moreover, when giving more possible options, it was believed that the respondents would have more possibilities to choose from in expressing their experiences since, for example, as Kerlinger underlines, subjects could agree or they could agree strongly. Thus, the five-point Likert was preferred because of the degree it entails for determining the intensity of experience or attitude expression of the subjects. Furthermore, the main advantage of a five-point scale is that a greater variance can result /Kerlinger 1977: 496/.

The questionnaire examined language learners' use of the strategies by asking them to indicate the extent to which they engaged in a variety of activities on the basis of along response categories: Never, Rarely, Sometimes, Usually and Always. The scores of the items in each category were then summed up and expressed in percentages and examined how the respondents frequently employed the various speaking strategies. Thus, higher percentages are meant to indicate greater use and lower percentages lesser use of a particular strategy.

The advantage of such a design is that it would help to limit the responses to information that were relevant and to easily administer to large groups. At the same time, the scoring and data analysis would be relatively simple since applying quantitative measures is possible.

3.2.3. The Interview

Thirdly, guided interviews were designed to elicit from the students the types of strategies they used in facilitating their speaking skill or proficiency. Such guided interviews were found to be useful in obtaining information pertinent to the research problem. Hence eight structured questions were included assuming that they would represent the various categories used in the questionnaire /See Appendix-1/. The guided interview was administered as a follow up to the questionnaire.

Of the twenty five students who filled in the questionnaire, ten were interviewed. The interview was a more productive and reliable instrument in eliciting useful insights than the observations which rewarded little.

During the interview, the students were asked individually to avoid bias and influences of one another so that every interviewee could speak of his/her own experience only.

3.2.4. Video-recording

Video-recording was important in detecting certain strategies such as non-verbal reactions in the study. It was helpful in recording and retaining some of the speaking strategies employed by the students which had gone unnoticed during the classroom observations.

The recording was made by a professional cameraman while the students were engaged in certain speaking activities. The activities or tasks were found to be useful in giving insights regarding the students use of various speaking strategies.

3.4. Classification Scheme

Each learner develops strategies which suit his/her individual needs and personality and implements them in different ways. Because of this variability, a definite list of language learning strategies has not yet emerged. Nevertheless, the findings in strategy research so far do allow certain generalizations regardless of learner differences in the use of strategy.

In this descriptive study, therefore, the basic classification scheme developed by Rebecca Oxford /1990/ was used in classifying the various speaking strategies. The classification scheme which was found most useful for organizing the strategies has, as discussed in the preceding chapter and indicated in the table below, two primary categories and six subcategories.

Oxford's scheme is based on an extensive research review and a comprehensive taxonomy of second/foreign language learning strategies that systematically covers the four language skills. In other words, it is more comprehensive and detailed, and above all, it is more systematic in linking individual strategies with each of the four language skills /Ehrman, M et al. 1988: 264/.

For this reason the researcher decided to adapt the scheme and classify the speaking strategies identified in accordance with this existing classification system.

Table-1

Learning strategies with two categories and six subcategories

Direct strategy	Indirect Strategy
1. Memory Strategy 2. Cognitive Strategy 3. Compensation Strategy	1. Metacognitive strategy 2. Affective Strategy 3. Social Strategy

/Oxford 1990:17/.

When adapting the classification scheme, not all the sets of strategies were used in both the questionnaire and the interview. Instead, only the relevant individual strategies for speaking skill were selected and included.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1. Results of The Descriptive Study

In this study it was possible to identify various strategies used by the students in their strive to become proficient speakers of English.

There was a considerable success in collecting data through the student questionnaires and interviews, with less success in conducting classroom observations. This finding is not surprising as it was confirmed by previous researchers on the inadequacies of classroom observations for identifying learner-generated mental strategies /Wenden et al 1987: 75/. Most of the analyses were therefore based on self-reports of the students during the interviews and the information obtained through the questionnaire.

4.1.1. Direct Strategy

Speaking strategies assessed under 'Direct' were memory, cognitive and compensation strategies. Table-2 below shows the distribution of scores calculated for all subjects' responses to the fifteen items in the questionnaire designed to measure the three strategies.

Table - 2

Frequency of The Direct Speaking Strategies in The Three Categories

Strategy Category	Number of Items	Options										Total	
		Never		Rarely		Some times		Usually		Always			
		No. of Subjects	%	No. of Subjects	%	No. of Subjects	%	No. of Subjects	%	No. of Subjects	%	No. of Subjects	%
Memory	5	2	1.6	11	8.8	39	31.2	55	44.0	18	14.0	125	100
Cognitive	5	16	12.8	20	16.0	34	27.2	33	26.4	22	17.6	125	100
Compensation	5	4	3.2	20	16.0	47	37.6	35	28.0	19	15.2	125	100

4.1.1.1. Memory Strategy

In order to identify the different memory substrategies the students used, the subjects were asked to indicate in the questionnaire how often or frequently they engaged in storing and retrieving language information when learning English. And the majority of the students /58.0%: 44.0% = Usually, 14.0 = Always/ claimed that they most frequently utilized the strategy /see Table - 2/.

When we examine subjects' responses to the individual items subsumed under the memory strategy, the following results were obtained. In response to the question whether they practised language points, such as pronunciation, new words and expressions, and grammatical items in meaningful contexts to remember them, the majority /60.0% = Usually/responded that they made use of the strategy. When asked how often they tried to associate what they already knew as well as new language information, 68.0% of them reported that they generally employed /36.0 = Usually, 32.0% = Always / the strategy in their speech. Similarly, 60.0% of the subjects, which is the highest share in the percentage, indicated that they successfully or 'Usually' used to revise language materials they learnt in a structured way in order to remember them.

On the other hand, to a further question asked subjects how frequently they used rhymes to remember new materials in the language which were useful for speaking, a reasonable percentage of subjects /8.0% = Never, 28.0% = Rarely/claimed that they very seldom employed the strategy /see Appendix-3/.

In the follow up interview, a question was asked to confirm the students' use of memory strategy, and the students' responses revealed that they used various memory substrategies despite the fact that some did not realise how they used them. Some of the memory substrategies the students reported to use during the interview were associating language materials with certain events and teachers etc., using language items in context, practising before speaking in order to refresh their memory, using learnt items as points of reference when speaking, and, finally, speaking slowly in order to be able to remember language materials /see Appendix-7/.

Nevertheless, since memory strategy is a mental process rather than an overt and observable activity, there was no way of detecting, recording and measuring it either during the observations or in the video-recording.

4.1.1.2. Cognitive Strategy

Similarly, questions were asked in connection with the cognitive strategies used by the students. The questions included were generally concerned with the direct manipulation of learning materials in and outside the classroom. According to the responses, 44.0% of the students seemed to be inclined to employ the strategy generally all the time /26.4% = Usually, 17.6 = Always/ in their speech. To the contrary, 28.8% of them reported that they made little use of the cognitive substrategies /12.8% = Never, 16.0% = Rarely/ /see Table-2/.

The above discussion is in relation to students' responses in the questionnaire concerning the generalized strategies or cognitive category, what follows is an

examination of responses to the items subsumed under the general strategy. Thus, when the students were asked how often they participated in structured communication exercises such as role play, drama activities games and simulations, 56.0% of them, the highest share in the percentage, claimed that they most frequently utilized /36.0% = Usually, 20.0% Always/ the strategy. Similarly, 56.0% of the subjects reported that they practised orally in order to learn/internalize new expressions in the language generally all the time /36.0% = Usually, 20.0% = Always/. In response to the question whether or not they imitated the way native/proficient speakers talk in the language, 64.0% of the subjects indicated that they mostly utilized /36.0% = Usually, 28.0 = Always/the strategy, i.e., imitated the way native/proficient speakers talk in the language.

On the other hand, to a further question asked whether they recorded their voice and compared it with proficient or native speakers, the results show that the strategy was reported to be used very seldom or rarely by 72.0% of the respondents /48.0% = Never, 24.0% = Rarely/. Furthermore, a considerable percentage of the students indicated that they 'Sometimes' /36.0%/ used to transfer the knowledge of words, concepts or structures from L₁ /mother tongue/ to L₂ /English/ /see Appendix-3/.

During the follow up interview on cognitive strategy, the responses tended to show a remarkable use of strategy. Listening to the radio, watching TV, reading books, speaking in and outside the classroom with friends, and practising speaking alone were the major substrategies used by the students in their efforts to become

proficient in English. Speaking in the classroom by participating in almost all the issues raised was particularly prominent and found to be a major substrategy used, and this was supported by findings in successive observations and video-recordings.

During the classroom observations and in the video-recordings, the students were noticed employing certain substrategies in developing their speaking skill. Discussing with classmates in groups in class, participating in whole class discussions, and delivering impromptu speech to the class were the most commonly used cognitive substrategies detected during both classroom observations and video-recordings.

A very important point noticed during the classroom observations as well as found recorded in the video-recordings was that, except some of them, they spoke without taking turns. One came in when he/she wanted to speak and argue for or against.

Generally, participation and involvement in class could be considered as the major substrategy characterising the students' cognitive strategy in the successive classroom observation and video-recording.

4.1.1.3. Compensation Strategy

The other direct strategy sought to be investigated was compensation strategy. For this, the subjects were asked to indicate in a questionnaire how frequently they employed the compensation strategy while speaking and this was later followed by interview questions.

In this way, according to the data obtained from the questionnaire, compensation strategy seemed to be generally used all the time by the majority /43.2%/ of the students in their speech. Here, of the 43.2% of the students, 28.0% replied 'Usually' and 15.2% 'Always'. At the same time, 37.6% of the total population claimed that they 'Sometimes' used the substrategies indicated in the questionnaire. Hence, the students appeared to be strategic in this regard as there were 19.2% of them who indicated to 'Never' use the strategy / see Table-2/.

With respect to the individual items included in the questionnaire to assess the use of compensation strategy, the following results were obtained. When the students were asked how often or frequently they used equivalent language items and expressions when failing to get the right language item while speaking, a large number of the students /56.0%/ reported that they utilized the strategy most frequently /36.0% = Usually, 20.0% = Always/, and there were only 8.0% who claimed to 'Rarely' use the strategy. In fact, over a third of the students /36.0%/ reported that they 'Sometimes' utilized equivalent language items and expression during gaps of knowledge in their speech.

Another question under compensation strategy was whether the students used physical expressions, such as gesture, to indicate meaning when failing to think of a language item while speaking. Results show that the strategy was reported to be used most frequently by 56.0% of the respondents /28.0% = Usually, 28.0% = Always/. Similarly, when asked how often they kept repeating a previous word for a while until recalling or getting a language item which might send the message across, the majority indicated that they 'Sometimes' /48.0%/ employed the strategy. 24.0% of the subjects

on the other hand reported that they generally used the strategy while speaking /20.0% = Usually, 4.0% = Always/. Furthermore, 52.0% of the subjects, the highest share in the percentage, said that they most frequently /28.0% = Usually, 24.0% = Always/ asked their instructor or classmates to supply them with the right expression when failing to get the right word while speaking. About a third of the subjects, on the other hand, indicated that they 'Sometimes' /32.0%/ used the strategy /see Appendix-3/.

The results of the follow up interview tended to support and substantiate the result of the questionnaire /see Appendix-7/. Almost all the interviewees told the researcher that they were well aware of sustaining communication despite certain gaps of knowledge of words, expressions and concepts. According to the students, gesture, circumlocution, using equivalent words or expressions, asking either the instructor or other students for word and expression supply, and sometimes switching to Amharic were the most widely used substrategies, typically characterising the compensation strategy used in their speech.

The insights detected during the classroom observations and video-recordings also appeared to correlate with and support the results of the questionnaire and interview. During successive classroom observations, compensation substrategies such as gesture and pause like ... uh ... were predominantly used by the students in filling gaps of knowledge while speaking. The students were also observed asking the instructor to supply them with appropriate words and expressions when they failed to get the right word or expression in their speech.

The other compensation strategy detected during the classroom observations was circumlocution. Particular when debating and arguing, they tended to use a lengthy way of expressing certain points. Instances of this were expressions such as: I mean ..., What I mean is that..., What I want to say is..., That is..., Let me tell you what I want to say..., What I am trying to say is that... etc.

In the video-recordings, too, gesture and pause were predominant, indicating or suggesting knowledge gaps in the students' speech.

Generally, during the observations and video-recordings, the students appeared to employ such techniques in line with their responses to the questionnaire and the findings during the follow up interview.

4.1.2. Indirect Strategy

Under the indirect strategy, metacognitive, affective and social strategies were included and investigated. Here, as in the above, different instruments were used in eliciting data regarding the students' strategy use. Subjects' responses calculated in percentages for all items subsumed under the three categories of strategies are presented in Table-3 below.

Table-3.

Frequency of The Indirect Speaking Strategies in The Three Categories.

Strategy category	Number of Items	Options										Total	
		Never		Rarely		Some times		Usually		Always			
		No. of Subjects	%	No. of Subjects	%	No. of Subjects	%	No. of Subjects	%	No. of Subjects	%	No. of Subjects	%
Metacognitive	5	6	4.8	10	8.0	20	16.0	54	43.2	35	28.0	125	100
Affective	5	5	4.0	23	18.4	33	26.4	42	33.6	22	17.6	125	100
Social	5	6	4.8	16	12.8	31	24.8	44	35.2	28	22.4	125	100

4.1.2.1. Metacognitive Strategy

When investigating into the students' metacognitive strategy use, questions were asked on how they made preparations before delivering any speech in class-whether or not they corrected themselves when they made mistakes, and whether or not they discussed with either their instructor or friends to discover the purpose of learning English.

Metacognitive strategy appeared to be generally used by the students in and outside the classroom. Here, results of the questionnaire show that the strategy was reported to be used most frequently by 71.2% of the subjects /Usually = 43.2%, Always = 28.0%/ in their speech. According to the students' response, 12.8% indicated that they made little use of the strategy /4.8% = Never, 8.0% = Rarely/ /see Table-3/.

This being the students' responses concerning the use of metacognitive strategy in general, now let us examine the details of the responses to the individual items subsumed under the strategy. When asked if they corrected themselves when they felt that they were not using the correct form while speaking, 88.0% of them reported that they most frequently used the strategy /36.0% = Usually, 52.0% = Always/. No student reported to either 'Never' or 'Rarely' utilize the strategy. The remaining

12.0% claimed to 'Sometimes' use it. In response to the question on whether they talked and shared ideas about language learning problems and effective speaking strategies with their instructor and classmates, over half /52.0%: 40.0% = Usually, 12.0% = Always/ claimed to make use of the strategy.

The other metacognitive strategy sought to be investigated in the questionnaire was how often the students prepared for oral presentation and how they considered the necessary requirements such as the nature of the task, their own capabilities /current language skill/, whatever else they had to know and do in order to give a good talk. Results showed that the strategy was employed most frequently by 84.0% of the respondents /60.0% = Usually, 24.0% = Always/. This strategy was indicated to be employed 'Rarely' only by 4.0% of the subjects. Similarly, a large number of the students reported in the questionnaire that they arranged their schedule to study and practise new language material consistently /56.0% : 48.0% = Usually, 8.0% = Always/, not just when there was the pressure of a test. The total percentage of subjects who indicated to very rarely utilize the strategy were 20.0% /16.0% = Never, 4.0% = Rarely/. Finally, 76.0% of the subjects asserted that they almost always /32.0% = Usually, 44.0% = Always/ planned their goals for language learning in order to become proficient in English.

In the follow up interview on metacognitive strategy, the interviewees revealed that they used various metacognitive substrategies when they had presentations. Jotting and summarizing important points for the presentation, rehearsing alone and with friends before the actual presentation, predicting and designing possible and expected questions which might appear during the actual presentation were mentioned as

substrategies used. Moreover, the students reported that they corrected their mistakes when they detected them in their speech.

In seeking to know the purposes of language learning, all the interviewees said that although they understood the advantages of discussing the purposes of language learning, they never raised the issue with their instructor except with one another. Some of them even told the researcher that they had never met and consulted their instructor outside the classroom.

In the successive classroom observations, some of the substrategies which were indicated and reported in the questionnaire and during the interview were noticed. Since most of the substrategies subsumed under metacognitive strategy seem to be practised either individually /for example, setting goals for language learning, evaluating one's progress etc./, or in groups /for example, discussing and finding how language learning works/ perhaps outside the classroom, only substrategies such as monitoring one's speech by identifying and learning from errors, and finding practice opportunities were observed being used.

In the video-recordings, although finding opportunities for practising speaking was generally used by most of the students, monitoring speech by correcting errors was not common among them. The students seemed to be more interested in their language fluency than in accuracy. That was true when the students were engaged in argumentation and debating on certain issues proposed by the instructor.

Nevertheless, 44.0% of the respondents, which was the highest share in the percentage, revealed that they very seldom /12.0% = Never, 32.0% = Rarely/ discussed their feelings about the language learning process in order to get better learning ways inside and outside the classroom with their instructor and with friends. 36.0% of the subjects reported to 'Mostly' utilize the strategy with 12.0% claiming 'Always'.

The results of the interview also appeared to support the responses given by the students in the questionnaire. They told the researcher that they used various affective substrategies in order to reduce tension and manage emotion while speaking /see Appendix-7/. Moving to and fro in the classroom when delivering speech, and encouraging oneself by suggesting positive ideas were among some of the substrategies reported by the students. Moreover, an important strategy utilized by the students, as reported during the interview, was to maintain full concentration over the topic or idea to be presented by forgetting the audience. Deep breathing and looking at one's friends and familiar faces in the class instead of at the instructor or some other students were also substrategies employed to help reduce tension before and while speaking.

Despite reported use of these strategies by some, there were other students who asserted that they never felt any tension when they faced the students while speaking.

However, according to one interviewee, delivering speech facing the students was frightening. He reported that he became nervous the moment he stood in front of the audience and tended to lose his words, expressions and sometimes whole ideas or issues he had studied for presentation.

During the successive classroom observations and video-recordings, most of the students were noticed speaking with appreciable confidence and with no physical stress or inhibition. Particularly during the classroom observations, affective substrategies such as taking risks despite committing mistakes, speaking without any inhibition or anxiety in the class discussions, and, though not used by all the students, using laughter when starting speaking were observed characterising the students control over their feelings while speaking in the class. The same was true in the video-recordings that the students were employing the affective substrategies.

Nevertheless, although they claimed to use various affective substrategies in the questionnaire and during the interview/such as moving to and fro in the class and discussing performance and speaking in English/, neither the observations nor the video-recordings revealed this.

4.1.2.3. Social Strategy

The students' experience in learning with others, social strategy, was the other strategy investigated using the four instruments. And, as the results of the questionnaire revealed, the students appeared to be strategic. 35.2% and 22.4% responded that they 'Usually' and 'Always' cooperated with others, respectively, compared to 17.6% who claimed to study or cooperate infrequently with others /see Table-3/.

When we look at the individual items in the social strategy, the following results were obtained. Asked if they cooperated with each other to practise, review and/or

share information in learning the language, 72.0% of the respondents claimed that they most frequently /40.0% = Usually, 32.0% = Always/ utilized the strategy. Only 16.0% of them reported that they infrequently cooperated with their friends. To a further question "How often do you pay close attention to the thoughts and feelings of other students or audience?", the results showed that the strategy was reported to be used generally all the time /80.0%: 44.0% = Usually, 36.0% = Always/. Another question asked under social strategy was whether they asked questions for verification and explanation in class. Here also 56.0%, the highest share in the percentage, indicated that they mostly used /36.0% = Usually, 20.0% = Always/ the strategy in class.

On the other hand, a little less than a quarter of the subjects /24.0%/ claimed that they very seldom /8.0% = Never, 16.0% = Rarely/ asked either the instructor or classmates for correction of errors while speaking. A substantiable number, however, /44.0%/ indicated that they generally employed the strategy in their speech /see Appendix-3/.

The follow up interview results showed that most of the students used certain strategies, such as asking questions for verification and more explanation in class, and cooperating with friends to share information in learning the language. However, a few interviewees underlined during the interview that except for group assignments, they had never contacted any of their classmates either to study or share ideas.

The classroom observations and video-recordings revealed that the students generally cooperated in learning the language through discussions and argumentation

in class. The prominent social substrategies detected during both classroom observations and in the video-recordings were: asking the instructor or their colleagues for more explanations during fierce debates, cooperating with peers by engaging in group work, and, though not used by most students, becoming aware of others' thoughts and feelings through listening with patience when the others spoke.

Sometimes, during the classroom observations and even in the video-recordings, when the arguments the students made became outrageous, the instructor was noticed to intervene and advise them to centre their arguments only around the cases in question.

Generally speaking, the indirect strategy appeared to be usually utilized by the students in their attempts to become effective speakers in English /see Appendixes-6 and 7/.

4.2. Discussion

This study showed that first year students taking the spoken English course at the Kotebe College of Teacher Education were able to generally use various speaking strategies. The findings seemed, as indicated in the result section of this chapter, to almost support the descriptive study results on learning strategy reported by different researchers.

As the results of the questionnaire indicated, which was also confirmed later on during the interview, the most widely utilized direct strategy by the students was

memory strategy compared to the other two strategies subsumed under the direct strategy. This finding, although Oxford /1987/ has found that university students report using memory strategies infrequently, seems to agree with the findings of, as cited in Oxford /1990/, some researchers such as Cohen & Aphek, 1981; Nyikos, 1987 /p.241/. Their findings generally showed that memory strategies were indeed widely used among university students in order to make learning easier and more effective over the long term, which was also found to be true in this study.

Of all the memory substrategies practising repeatedly language materials in meaningful contexts and associating what is already known with new language information in order to remember them were the predominantly employed substrategies among the subjects of this study.

A striking result in this study was obtained concerning cognitive strategy. That is, the results obtained from the interview, classroom observation and video-recording failed to support and correlate with the results obtained from the questionnaire. When we look at the questionnaire results, we find that 28.8%, almost one-third of the total population, claiming to never and/or infrequently use the strategy. Moreover, 27.2% of the students, a considerable share in the percentage, reported to use cognitive strategy only 'Sometimes'. On the other hand, according to the interview, classroom observation and video-recording results, the students appeared to be strategic and potentially capable of using the strategy which was also previously found by Oxford as a typically popular strategy with language learners /1990: 43/. The possible reason particularly for this inconsistency could be attributed to the nature of the individual

instruments used in eliciting the data. Basically, in the questionnaire, the students were simply asked to indicate how the list of sub-strategies described them on a five-point scale. The substrategies included could be, in fact, within the students' repertoire when learning language or not at all.

Therefore, although the results obtained from the questionnaire didn't agree with the results obtained from the other instruments, the results of the other instruments, for example, the interview, revealed that subjects used various substrategies which were not specifically included in the questionnaire /see Appendix-7/. During the observations, too, the students were noticed using various substrategies which could help them speak effectively and confidently.

What we understand from this is that, the student response 'Never' in the questionnaire may not necessarily mean he/she does not at all use any strategy when speaking. Therefore, although the students never used a language laboratory and never had any opportunities to speak with native speakers of English, they were found using some other strategies in their attempt to become effective speakers of English. For this reason, it is not surprising to see, though not always, differences between the results obtained from the questionnaire and results from the other instruments used.

Among the various cognitive substrategies: participating in class discussions, imitating the way native/ proficient speakers talk in the language, participating in structured communication exercises were most frequently employed by the students in practising speaking.

Another important and interesting finding was that most of the subjects were able to successfully employ different substrategies when compensating for missing knowledge while speaking. Few students were, in fact, noticed getting confused when failing to get the right language items. In compensating for missing knowledge, as indicated in the result section of this chapter, gesture, circumlocution and using equivalent language items were the prominent substrategies used by the students.

In conclusion, the overall picture of the direct strategy appears to be generally used or utilized by the subjects of this study /see Appendix-6/.

The findings of the indirect strategy were, too, remarkable in that the students were using a substantial number of substrategies subsumed under indirect strategy in their attempt to become proficient speakers of English.

When we look at the individual categories, we find that the metacognitive strategy being successfully employed by the students. It appeared to be the most popular strategy among the students of all the other two strategies subsumed under indirect strategy. This finding seems to have similarity with Chamot et al's /1987/ findings as cited in Oxford /1990/ that the use of metacognitive strategy increases somewhat as learners progress to higher levels of language learning /p.242/.

Moreover, when examining the substrategies subsumed under metacognitive strategy, correcting mistakes when noticed while speaking, seeking practice opportunities, and making arrangements before presenting a topic were the most commonly used substrategies.

Furthermore, the affective and social strategies were found to be generally used by the subjects of this study. The students used various affective substrategies in reducing their anxiety and encouraging themselves in their speech with the knowledge that positive emotions and attitudes could make language learning far more effective and enjoyable.

The students' cooperation in language learning, too, although few of them did not like to work in groups, was quite obvious. Here, it is not surprising, for example, to find most of the subjects cooperating in learning the language since the nature of speaking skill and of the course calls for social cooperation.

Generally, taking risks and making positive statements from the affective substrategies, and cooperating with friends to practise speaking and asking for clarification or verification from the social substrategies were widely used among the students in their speech.

To conclude, investigations in language learning strategies have so far been exploratory and patchy. Most studies only provide taxonomies of strategies rather than consolidated and tested outcomes. This is partly because research in the area is rather young and the conclusions tentative. A second reason is perhaps that assessment of learner strategies is an extremely difficult task as much of the information can only be obtained through retrospective responses. This makes the development of measuring instruments very difficult which is probably why standardized test instruments or batteries are not yet available.

What has been attempted in this study is, therefore, to carry out an exploratory examination of learners' language learning strategies in the Ethiopian context on the basis of already available information in the area and the conclusions reached cannot be regarded as conclusive. Thus further research, both primary as well as replicative, must be undertaken at various levels and in diversified contexts.

CHAPTER FIVE

IMPLICATIONS AND RECOMMENDATIONS

The study into the learners' strategies has become a major concern in most sectors of education and particularly in second/foreign language learning. Thus, this descriptive study is thought to have a contribution to the literature in language learning strategy by giving a good picture of language learners. Consequently, language teaching-learning could objectively and successfully be assessed and improved.

Hence, based on the results obtained from this study, the following implications and recommendations are formulated.

5.1. Implications.

- a) The results may provide new insights for material writers and syllabus designers.
- b) They also are helpful resources to the course instructors by giving insights or information on how the students go about language learning.
- c) The students, too, may benefit from this study in that they could know their status quo and consequently look for more improved ways of language learning. In this way, they can benefit not only in becoming more efficient in their speaking but also more autonomous in their learning.

- d) Generally, the insights derived from this research study are hoped to provide considerable ground for further research to researchers in this field.

5.2. Recommendations.

Although the students' strategy use appears to be generally high in this study, there are certain aspects which need due attention and should be taken into account in the teaching-learning process by the different sections of the college. These are:

- a) There need to be a language laboratory in the college as no language laboratory was observed by the researcher in order the students exercise speaking and listening.
- b) The teacher-student relation should not be limited only to the classroom, that is, the students should not refrain from consulting their instructors when necessary outside the classroom.
- c) However delivering speech like impromptu speech was noticed, according to some of the students, they need to get more opportunities to speak in front of the class. This may help them to avoid inhibitions caused by too much newness, lack of experience and seemingly inexplicable social customs.

- d) Finally, the students need to be encouraged not only in classroom but also outside the classroom to create opportunities to discuss and work in group.

In conclusion, what this study has perhaps shown us most clearly is that, as Chamot in her article to Wenden notes, students are not mere sponges acquiring the new language by osmosis, they are rather thinking and reflective beings who consciously apply mental strategies to learning situations both in and outside the classroom /Wenden et al 1987: 82/.

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APPENDIX - 1

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

ILS

DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

Questionnaire on Student Speaking Learning Strategies

Objectives: This questionnaire is designed to gather information about how you, as a student of Spoken English, go about learning language. This is not a test, therefore, there are no right or wrong answers since different learners may learn language in different ways.

Instruction: Please read each statement carefully and answer in terms of how the statement describes you. Do not respond in terms of what you think you should do, rather in terms of what you actually do when you are learning Spoken English.

There are five possible answers for each statement: Never, Rarely, Sometimes, Usually and Always. put ✓/ along your response.

Background

1. Age _____ 2. Sex _____ 3. Mother tongue _____

4. Name of school you completed 12th grade _____

No.	Statement	Never	Rarely	Sometimes	Usually	Always
1	I Practise language materials such as pronunciation, new words and expressions, and grammatical points in meaningful contexts to remember them.					
2	I say orally in order to practise new expressions in the language.					
3	I use equivalent language items and expressions when I fail to get the right language item while speaking.					
4	I try to associate what I already know and new language information in order to remember them.					
5	I record my voice and compare it with proficient or native speakers.					

6	When I forget or fail to remember a word or an expression, I keep on repeating the previous word for sometime until I can recall or get a word/form which may send the message across					
7	I try to remember language items by practising repeatedly.					
8	I imitate the way native/proficient speakers talk in the language					
9	When I can't think of the word while speaking in English, I tend to use physical motion such as gesture in place of it to indicate the meaning.					
10	I use rhyming to remember new materials in the language which are useful for speaking.					
11	I participate in structured communication exercises to practise speaking.					
12	If I fail to get an expression while speaking in English, I make up or coin new words/expressions to communicate the desired idea.					

13	I use to revise the language materials I learnt in a structured way in order to remember them.					
14	While speaking I transfer the knowledge of words, concepts or structures from L ₁ /native language/ to L ₂ /English language/.					
15	I ask my teacher or classmates to tell me the right expression when I don't seem to get the right one.					
16	I try to relax myself when I become tense while speaking in English.					
17	I try to learn about the culture of English speakers.					
18	I try to correct myself when I feel that I am not using the correct form while speaking.					
19	I cooperate with my friends to practise, review and/or share information in learning the language.					
20	I am not afraid of making mistakes when I speak in English.					
21	I talk and share ideas about learning language problems and effective speaking strategies with my teacher and classmates.					

22	I ask my instructor or classmates for corrections of errors in my speaking.					
23	When I prepare for oral presentation, I consider the requirements like the nature of the task, my own capabilities/my current language skill/, and whatever else I will have to know and do in order to give a good talk.					
24	I ask questions for verification and more explanations in class.					
25	I encourage myself by thinking and speaking positive statements in order to feel more confident and be more willing to take risks.					
26	I arrange my schedule to study and practise the new language consistently, not just when there is the pressure of a test.					
27	I pay close attention to the thoughts and feelings of other students with whom I interact.					
28	I discuss my performances speaking in English with my friends.					

29	I plan my goals for language learning, for instance, how proficient I want to become or how I might want to use the language in the long run.					
30	I discuss my feelings about the language learning process in order to get better learning ways inside and outside the classroom with my teacher and friends.					

APPENDIX - 2

Student Interview Questions

1. How do you remember learnt language items when you speak?
2. Can you tell me how you practise speaking in order to be an effective speaker?
3. What do you do if you don't seem to get a word or an expression to say in English while speaking?
4. How do you prepare yourself to present or deliver oral speech in class?
5. Suppose you note that you make mistakes of pronunciation, structure etc while speaking, how do you manage to correct them?
6. Suppose you are to speak in front of a class and feel afraid of facing the students and become tense, how do you manage to reduce the tension and get relaxed?
7. Have you ever discussed with, for example, your instructors, classmates or friends to discover the purpose of language learning? Can you tell me some of the purposes you have come with up in your discussions?
8. Do you study your spoken English course alone or in cooperation with your classmates and friends?

APPENDIX - 3

Frequency of Individual Speaking Strategies In Each Category

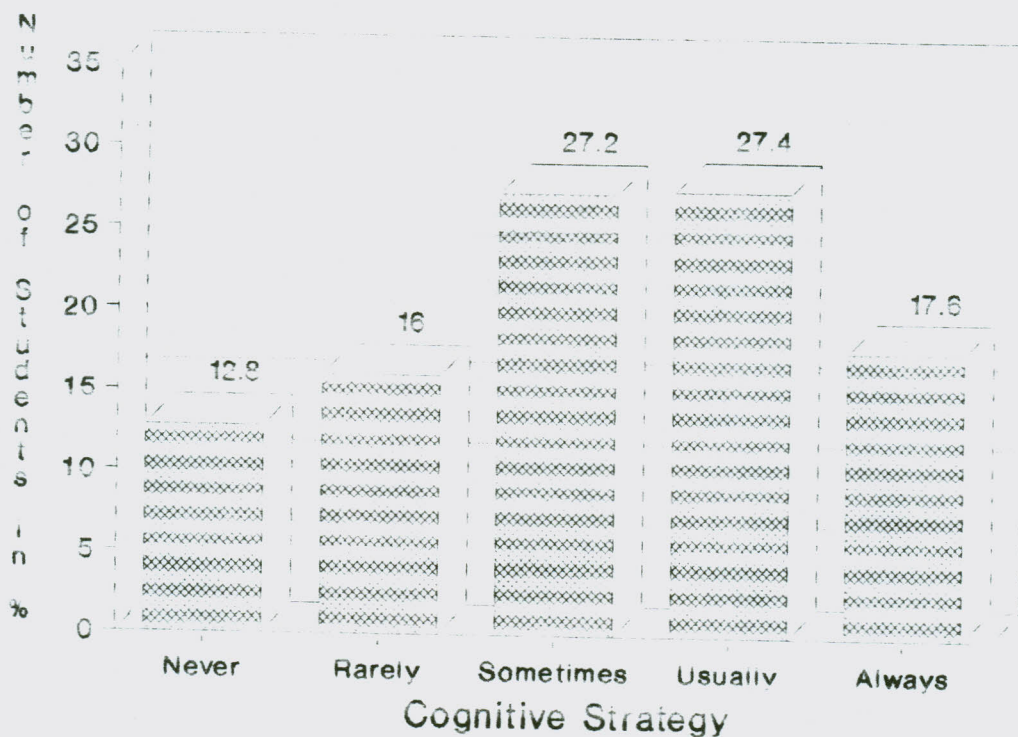
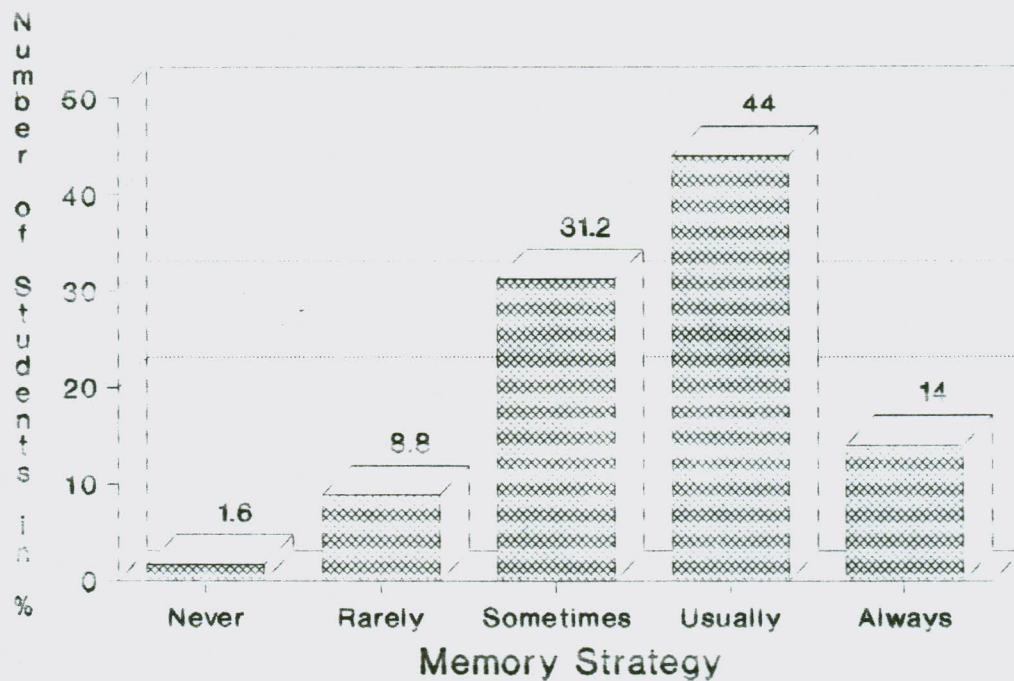
Category	Item Number in the Questionnaire	Options									
		Never		Rarely		Sometimes		Usually		Always	
		No. of Subjects	%	No. of Subjects	%	No. of Subjects	%	No. of Subjects	%	No. of Subjects	%
Memory Strategy	1			1	4.0	8	32.0	15	60.0	1	4.0
	4			2	8.0	6	24.0	9	36.0	8	32.0
	7			1	4.0	7	28.0	12	48.0	5	20.0
	10	2	8.0	7	28.0	8	32.0	8	32.0		
	13					10	40.0	11	44.0	4	16.0
Cognitive Strategy	2			1	4.0	10	40.0	9	36.0	5	20.0
	5	12	48.0	6	24.0	7	28.0				

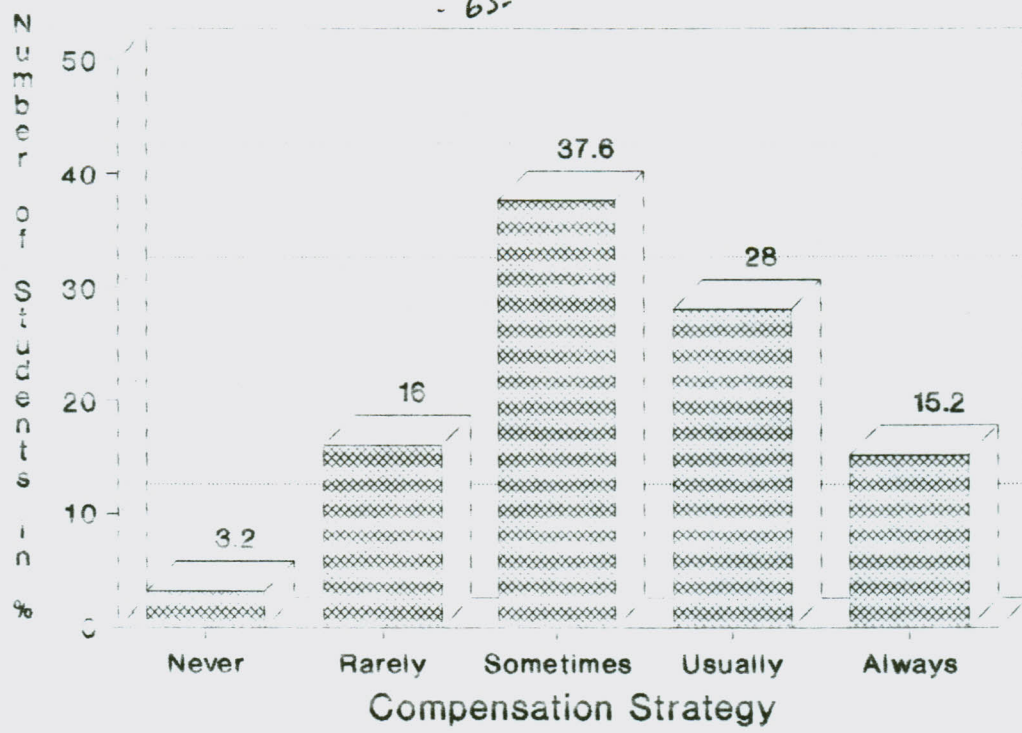
	8	3	12.0	2	8.0	4	16.0	9	36.0	7	28.0
	11	1	4.0	6	24.0	4	16.0	9	36.0	5	20.0
	14			5	20.0	9	36.0	6	24.0	5	20.0
Compensation Category	3			2	8.0	9	36.0	9	36.0	5	20.0
	6	2	8.0	5	20.0	12	48.0	5	20.0	1	4.0
	9	2	8.0	1	4.0	8	32.0	7	28.0	7	28.0
	12			8	32.0	10	40.0	7	28.0		
	15			4	16.0	8	32.0	7	28.0	6	24.0
Meta-cognitive Strategy	18					3	12.0	9	36.0	13	52.0
	21	2	8.0	5	20.0	5	20.0	10	40.0	3	12.0
	23			1	4.0	3	12.0	15	60.0	6	24.0
	26	4	16.0	1	4.0	6	24.0	12	48.0	2	8.0

	29			3	12.0	3	12.0	8	32.0	11	44.0
Affective Strategy	16	1	4.0	5	20.0	6	24.0	7	28.0	6	24.0
	20	1	4.0	3	12.0	8	32.0	7	28.0	6	24.0
	25			1	4.0	7	28.0	16	64.0	1	4.0
	28			6	24.0	7	28.0	6	24.0	6	24.0
	30	3	12.0	8	32.0	5	20.0	6	24.0	3	12.0
Social Strategy	17	2	8.0	6	24.0	8	32.0	8	32.0	1	4.0
	19	2	8.0	2	8.0	3	12.0	10	40.0	8	32.0
	22	2	8.0	4	16.0	8	32.0	6	24.0	5	20.0
	24			3	12.0	8	32.0	9	36.0	5	20.0
	27			1	4.0	4	16.0	11	44.0	9	36.0

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Appendix-4

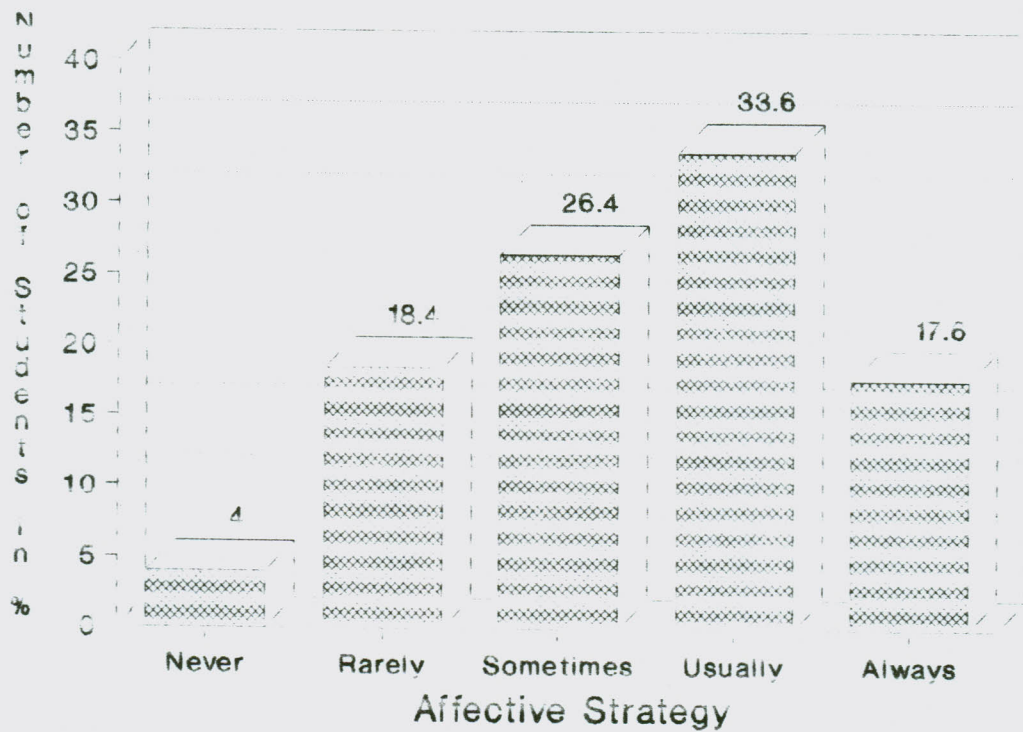
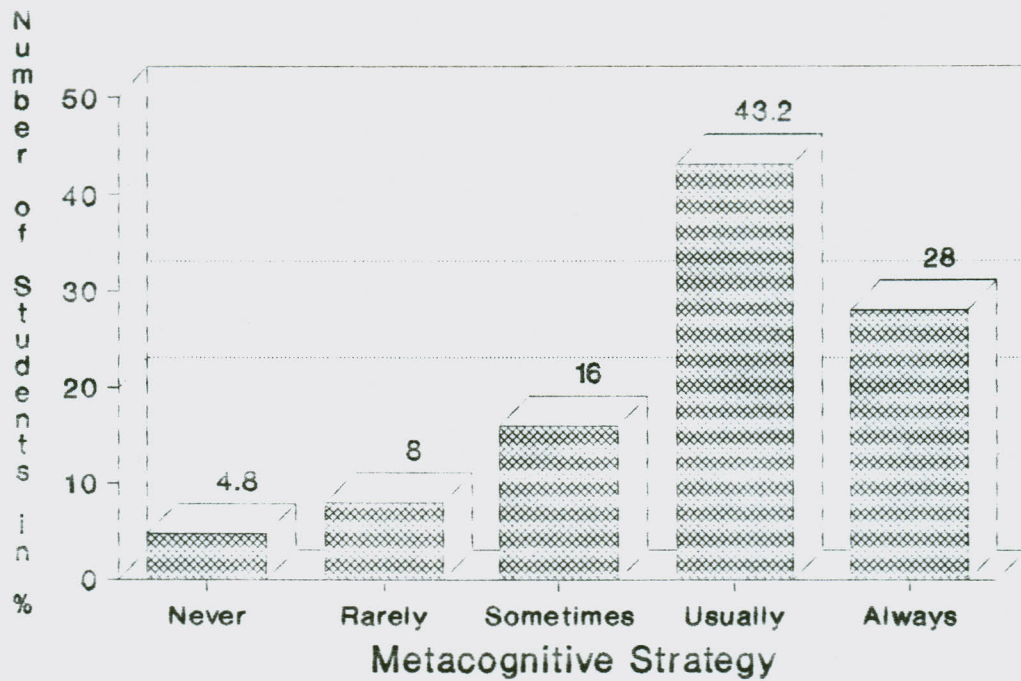
Frequency of Individual Categories of
Direct Strategy in Percentages.

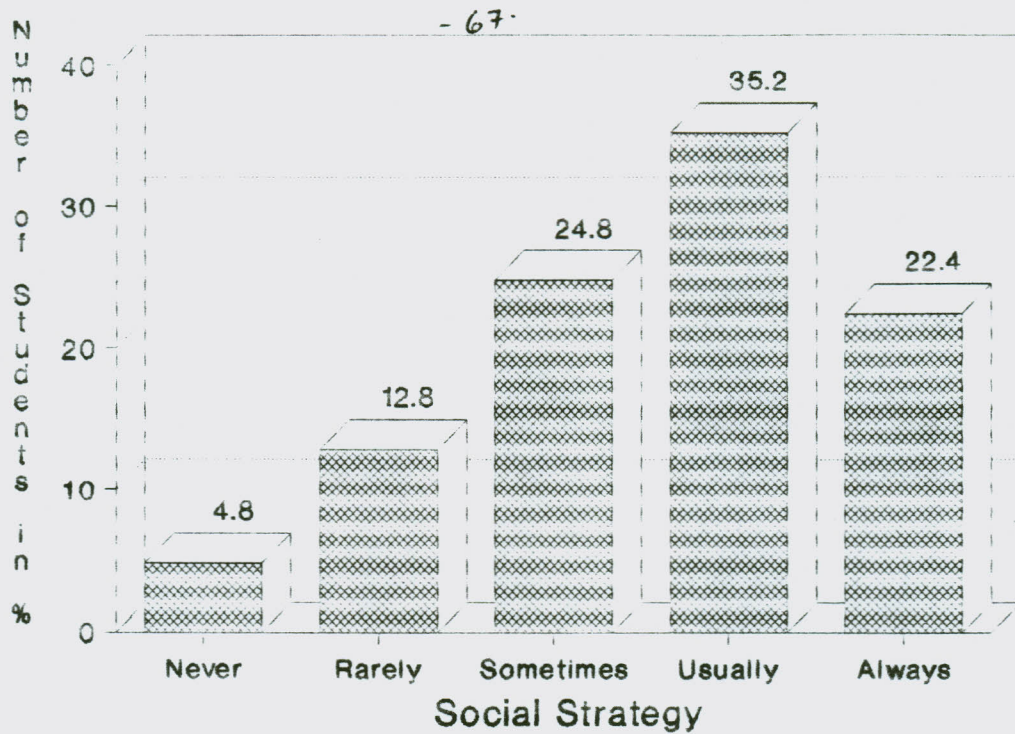




Appendix-5

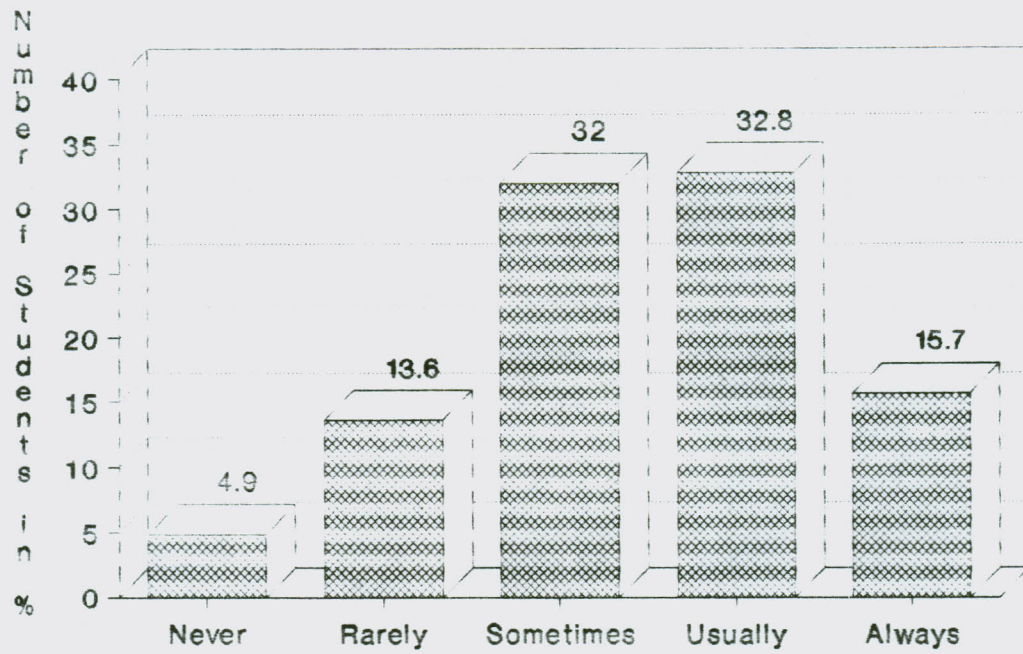
Frequency of Individual Categories of Indirect Strategy in Percentages.



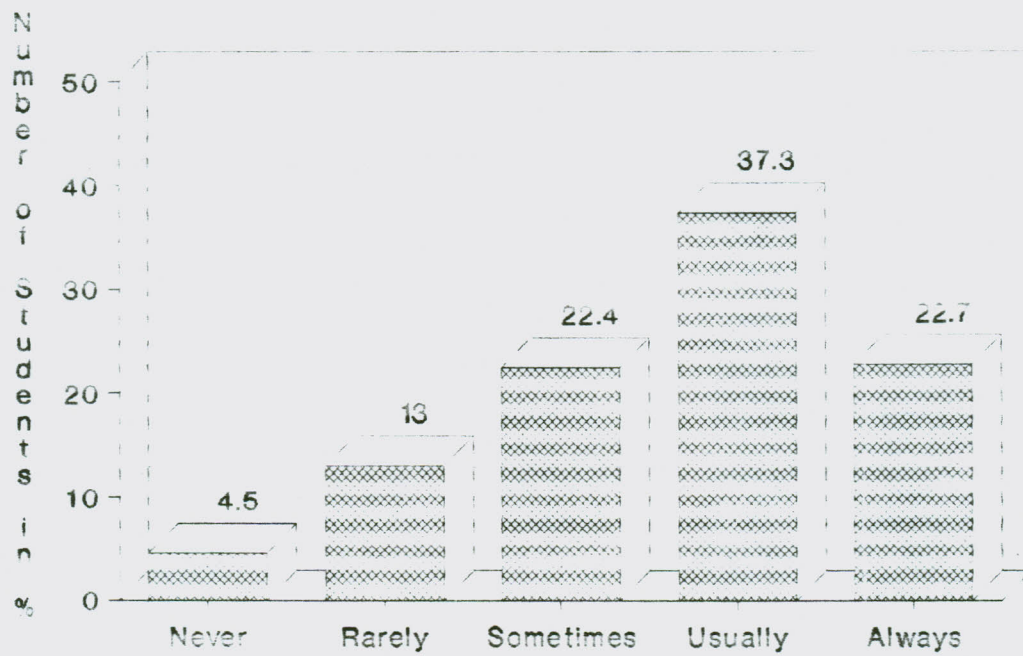


Appendix-6

The Overall Direct Strategy Use in Percentages.



The Overall Indirect Strategy Use in Percentages.



APPENDIX - 7

Taxonomy of Speaking Strategies Reported During The Interview

I. Direct	
Category	Substrategies
Memory	<ul style="list-style-type: none">- associating language materials with certain events, teachers etc.- using language items/words, expression and structures/ in context.- practising before speaking in order to have a fresh memory.- using learnt items as points of reference when speaking.- being slow when speaking in order to be able to remember language materials.
Cognitive	<ul style="list-style-type: none">- discussing with friends and classmates in and outside the classrooms.- participating in class discussion.- listening to recordings such as on the radio and watching TV to imitate pronunciation.- consulting dictionaries for pronunciation.- practising speaking alone.

Compensation	<ul style="list-style-type: none"> - gesture. - circumlocution - elaborating or saying the idea using some other words. - using equivalent words or expressions. - asking the teacher or classmates for word or expression supply. - switching to Amharic. - pausing such as ... uh ...
II. Indirect	
Metacognitive	<ul style="list-style-type: none"> - making arrangements beforehand by <ul style="list-style-type: none"> . jotting down important points, and . summarizing ideas before presenting a topic. - consulting with friends before the actual presentation in the class. - practising alone in a summarized form before presenting in class. - predicting possible and expected questions which may appear during the actual presentation. - trying to formulate the idea in mind. - correcting mistakes if noticed while speaking. - discussing with friends to discover the purpose of language learning.

Affective	<ul style="list-style-type: none">- concentrating on the topic to be presented and forgetting the audience.- deep breathing.- moving around the class.- moving hands.- looking at one's friends and familiar faces in the class instead of at the instructor or some other students.
Social	<ul style="list-style-type: none">- asking questions for verification and more explanations in class.- studying and cooperating with friends to share information in learning the language.

DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of material used for the thesis have been duly acknowledged.

Name: Tsegay Tafere

Signature:



Place: Institute of Language Studies,
Addis Ababa University