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ADDISS ABABA UNIVERSITY

**COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND
COMMUNICATION DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE**

**ASSESSMENT THE PRACTICE OF TEACHING SPEAKING SKILLS IN
EFL CLASS: A CASE OF GRADE 11 STUDENTS AT GENERAL WAKO
GUTU SECONDARY SCHOOL, AT KOLFE KERENIYO SUB CITY, ADDIS
ABABA**

BY

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AUGUST, 2024

ADDIS ABABA, ETHIOPIA

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SECONDARY SCHOOL, KOFE KERANIO SUB CITY, ADDIS ABABA**

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A Thesis Submitted to Department of Foreign Language and Literature
In Partial Fulfillment of Master Degree in English Language Teaching

AUGUST, 2024

ADDIS ABABA, ETHIOPI

Declaration

By my signature below, I declare and affirm that this thesis is my own work and that all sources of materials used for this thesis have been duly acknowledged. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this thesis.

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Board of examiners' approval thesis

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Approval of Thesis after Defense

As members of the board of examiners, we examined this thesis entitled “Assessment the Practice of Teaching Speaking Skills in EFL Classes: A Case of Grade 11 Students at General Wako Gutu Secondary School, Kofe Keranio Sub City, Addis Ababa ” by Lelo Soboka Gurmessa. We hereby certify that the thesis is accepted for fulfilling the requirements for the award of the degree of “Master of Foreign Languages and Literature “

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ABSTRACT

The purpose of this study was to assess the classroom practices employed by EFL teachers in the teaching speaking skills. Mixed research approach was used; quantitative and qualitative data were collected from 190 students were selected randomly and took part in responding to a questionnaire. Class room observation was conducted by the researcher. Five English language teachers were selected purposively for interview in order to provide relevant data. Therefore, classroom observation, questionnaire for students and interview for teachers were the major instruments used to collect data for the study.

The descriptive quantitative and qualitative data analysis method was used. The finding of the study revealed that speaking skills have not been practiced adequately. The study also revealed that teachers seem to fail using activities, strategies and techniques effectively to improve students' speaking skills. Furthermore, teachers failed to perform task in the process of teaching speaking (i.e.) helping and guiding students to use different strategies of learning speaking, applying techniques of teaching speaking such as drama, role play describing picture problem solving activities or puzzles etc. The teachers lacked giving sufficient amount of practices for students and did not create enough opportunities for students to use English (speaking) for real-life communication. Thus, teachers should be involved in a reflective teaching practice with proper guidance and encouragement.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

English is taught in Ethiopia starting in elementary school and is used for academic studies, career advancement, and communication with the outside world.

Furthermore, all secondary schools, colleges, and universities have adopted it as their instructional language. It has also been used as a medium for information transfer, international trade, diplomatic relations, and scientific research. Therefore, one of the key abilities in the teaching and learning of languages is speaking. For a learner to succeed in academic activities, being able to speak English is crucial. Cunningsworth (1984) asserts that being proficient in multiple languages is made possible by one's ability to communicate clearly in spoken English. For instance, the academic performance of learners is influenced by their capacity to communicate with teachers and classmates by way of questions, discussions, and understanding of concepts.

Speaking English is a vital skill for everyone and a crucial aspect of language classes that use communicative language teaching. Ur (1998), however, notes that speaking is more challenging to design and administer than other language abilities. It is also one of the most complex cognitive, linguistic, and motor skills that play a vital role in the communication process. It is the most important type of linguistic activity. Developing speaking skills help in creating an effective connection among the individual's society. It is an active part of their daily life and a tool of learning (Dorham, 2011: 1). In a related context, Alia (2007:1) views that "speaking is a complicated mental process and a productive skill." Also, Brown (2001: 9) argues that speaking is not a single skill, rather it is an interactive process of constructing meaning that involves producing, receiving, and processing information. In addition, Harmer (2001:15) points out that speaking includes two categories; accuracy and fluency. This means that developing

speaking skills involve the correct use of vocabulary, grammar, pronunciation, and having the ability to speak spontaneously.

Because of all the above advantages of speaking skills, efforts to enhance its teaching and learning occasionally receive a lot of attention. The improvement of the English teaching and learning process, specifically for speaking skills, has received a lot of attention in the current Ethiopian educational policy. Many efforts have been made by all parties to improve the English proficiency of high school students in Ethiopia in order to meet international demand (MOE, 2002). Some of these efforts are:

Curriculum Revision: The MOE has revised the national curriculum to include a stronger emphasis on developing speaking skills. This includes designing curriculum frameworks and guidelines that provide teachers with clearer instructions on how to teach speaking effectively.

Teacher Training: The MOE has conducted training programs and workshops for teachers to enhance their skills in teaching speaking. These programs focus on various aspects of speaking skills, such as pronunciation, fluency, and conversation strategies. Special attention is given to effective classroom activities and methods that promote speaking practice.

Classroom Resources and Materials: The MOE has developed and distributed teaching resources and materials that specifically target speaking skills. These materials include textbooks, workbooks, audiovisual aids, and supplementary resources that provide teachers with ready-to-use activities and exercises to engage students in speaking practice.

Assessment and Evaluation: The MOE has worked on developing effective assessment tools for speaking skills. This includes designing assessment frameworks and rubrics that enable teachers to evaluate students' speaking abilities accurately. The aim is to encourage regular and meaningful assessment practices to track students' progress and identify areas for improvement. by all parties to improve the, other skills are taught with a speaking-focused approach. Speaking skills practice incorporates elements like grammar, vocabulary, and social expressions; as a result, much more time is allotted in the curriculum for speaking skills instruction (Solomon et al., 2008). Additionally, it is

stated in the syllabus that the purpose of teaching English, especially speaking skill, is to make students communicatively competent and to encourage them to use English as a tool for communication as well as for language learning. . If students master this skill, they can create utterances that are pertinent, understandable, and accurate enough to be taken seriously.

However, even at higher levels of education, many Ethiopian students, according to many teachers, are unable to communicate in English. Surveys conducted locally (Alemu Hailu, 2004, Grima, 2005, Yonas, 2003) reveal that Ethiopian students' proficiency in speaking is subpar. As a result, a key component of language pedagogy is placing an emphasis on how Ethiopian learners can improve their speaking abilities in English. Teachers have a significant impact on students' learning experiences and language acquisition, even though students are fully responsible for their own learning.

It is necessary to assess or evaluate the methods used by EFL teachers to teach speaking skills. A variety of methods can be used in classrooms to raise students' speaking proficiency. The students' conversational skills among themselves are improved by using various methods of speaking skill instruction. Speaking is a crucial component of learning and teaching a second language. Despite its significance, speaking instruction has long been undervalued by English language teachers, who have continued to teach speaking in a way that does not enable students to develop their skills as they should. When instructing speaking, teachers may lean toward the written form of a language. According to Hughes(2011), one of the issues with teaching speaking skills in the conventional classroom setting is that the written form of language and its characteristics, not the spoken form are taught. Because speaking skills are ultimately not taught, teachers fail to meet their students' needs when it comes to speaking skill development. Therefore, English language teachers in EFL classes must be demanding the use of an appropriate teaching methodology.

1.2. Statement of the Problem

Education is transferred to the learner through English in most part of the world. According to MOE (2002), English has played a prominent role in the field of education. In Ethiopia, it is a medium of instruction from high schools to higher learning institutions. A large percentage of the world's language learners study English to develop proficiency in speaking. 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, J. C. Richards (2002). Similarly, in Ethiopia, most of the learners at secondary school levels have problems with speaking English.

Concerning this, the research findings by the MOE (2005) stated that it is a widely held belief that the status of English is insufficient in Ethiopian schools at all levels. Accordingly, the problem is common for all language skills, and speaking is one of the areas, which needs attention.

Moreover, speaking instruction is a crucial component of language instruction because it improves communication effectiveness. It has its own objectives, just like other skills. Teachers must employ the proper methods in the classroom to accomplish these goals. Addressing students' communication needs is one of the main goals of teaching speaking English.

According to some academic books, for example, Theodore Huebner (1960; P.5) said language is essentially speech and speech is basically communication by sounds. And according to him, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition. It is primarily a neuromuscular and not an intellectual process. (Royani & Tukimun, 2023).

So speaking skills can be developed through speaking, and they advise that in order for students to do so, they must have opportunities to use language both inside and outside of the classroom. According to Bailey (1989), cited in Richards and Rodgers (2001), instructional methodologies and materials created for the purpose of teaching speaking skills are primarily focused on engaging all learners in the lesson, in providing the most opportunities, and for student participation.

The researcher noticed that the students do not speak in English and even do not express themselves correctly while working as an English language teacher at General Wako Gutu secondary school. The researcher's interest in this area developed from years of experience teaching English at the mentioned school, where it was observed that the majority of students had significant speaking difficulties, served as inspiration for this investigation. The opinions of other coworkers who work at the same school corroborate these observations.

Various levels of English language instruction have been the subject of regional studies. For instance, Tsegaye (2015) studied how EFL teachers implemented teaching speaking skills in the context of high school students. Sisay (2013) conducted research " Assessing the challenges of teaching speaking in large classrooms: The case of grade nine students at Arerti Preparatory school." Both researchers, Tsegaye and Sisay, focused on evaluating how well EFL teachers were implementing the teaching of speaking, Tamene (2000), states that teachers do not encourage students to use the target language creatively. Moreover, Olansa(2011), states that teachers do not force to evaluate their students' language performance through oral presentation test.

In addition to the above mentioned findings and the different studies done on similar issues, the researcher's teaching experience in government secondary school for eight years also convinced her that students' speaking skill was not adequate enough to meet the demands of their classroom problems need to be studied further.

It was also tried to assess the practice of teaching English speaking skill in EFL class at General Wako Gutu secondary school. However, this study is different from the above mentioned studies in that it took place in the current research environment.

Furthermore, the researcher focused on all activities which took place in the EFL classroom such as assessing teachers' practice of teaching English speaking skill in EFL classroom, assessing student's performance, and identify students' perception regarding the challenges they face in learning speaking skill. Hence, it is important to assess and identify the practices of English teachers in teaching speaking skills in classroom such as strategies (broader approaches or plans) and techniques' (specific methods or procedures) of teachers' to teach English speaking skill in EFL classroom

and suggest ways to improve to speak English and comprehend that affect students' English speaking in EFL class room.

1.3. Objectives of the Research

1.3.1. General objective

The general objective of this study is to assess the practices of teaching speaking skills in EFL classes in the study site proposed.

1.3.2. Specific objectives:

The specific objectives of this study were to:

1. Identify the techniques teachers use to teach speaking skills in EFL classes.
2. Investigate how teachers implement those techniques of teaching speaking skills to help students.
3. Identify the key challenges in teaching speaking skills.

Research Questions: *This study was attempted to answer the following questions*

1. What techniques do teachers use to teach speaking skills in EFL classes?
2. How do teachers implement the techniques and strategies in teaching speaking to help students?
3. What are the key challenges that teachers face in teaching speaking skills?

1.4. Significances of the Study

The results of this study are expected to have the following significances.

1. The study's primary goal is to help English language teachers to revise their method of teaching and make the necessary improvement in teaching speaking in General Wako Gutu secondary school.
2. It might help students of General Wako Gutu secondary school, to improve their English speaking skills after all.
3. It serves as a reminder for the woreda and sub-city educational bureau to prepare appropriate training for English language teachers

1.5. The Scope of the Study

As previously stated, the study's scope was limited to evaluating the way speaking skills were taught to students in grade 11 at General Wako Gutu Secondary School in Kolfe Keraniyo Sub City, Addis Ababa. Only English language teachers and students in grade 11 were included in the study. The study's scope was thus restricted to evaluating the types of speaking strategies and techniques employed by English language instructors during speaking lessons in EFL classes. . In addition it tried to look into the kinds of activities teachers use in teaching speaking.

1.6. Organization of the Study

There are five chapters in this paper. The background, problem statement, study objective, research questions, significance of the study, study scope, study limitations, and study organization are all presented in this first chapter, which is the introduction. The reader is given information about the teaching or learning of English speaking skills and the factors that affect it in the second chapter, which is a review of related literature. . The third chapter covers research design and methodology, including the research setting, data sources, tools for collecting data, and steps involved in data analysis. Discussion and analysis are included in the fourth chapter.

This chapter analyzes and discusses data gathered through a questionnaire, interviews, and classroom observations. The findings, conclusions, and recommendations are presented in the final and fifth chapter.

CHAPTER TWO

2. REVIEW OF RELATED LITRATURE

2.1. Definition of Speaking and the Concept of Teaching Spoken English

Nunan (2003) asserts that speaking is a crucial component of learning a second language because being able to communicate effectively in a second language helps a learner succeed academically and later in life.

Speaking is the process of creating and exchanging meaning with others over various media, including radio, face-to-face communication, tone of voice, and gestures. Chany(1989). The effective oral (aural) skill is speaking. It is creating intentional verbal utterances to communicate. Speaking is an interactive process that involves producing, receiving, and processing information, according to Burns Joyee and Brown (1994, 1997). The context in which it occurs, including the purpose of speaking, affects its form and meaning.

According to Chaney (1998) speaking is the process of creating and exchanging meaning in a variety of contexts using verbal and nonverbal symbols. English language teachers have continued to teach speaking as simply repeating drills or memorizing dialogues despite the fact that teaching speaking has long been undervalued.

This definition supports the assertion made by the educators in the paragraphs above that speaking is crucial, underappreciated, and taught in a way that prevents development. Another educator asserts that speaking is a skill that involves mastering a variety of sub-skills that when combined result in an overall level of competence in the spoken language, rather than the oral production of written language (McDonough, 2003).

As we can deduce from the definition given above, oral production of drills cannot be regarded as the teaching of speaking because it necessitates that students have a firm grasp of the language in various settings. Therefore, it appears to imply that a teacher

must have a thorough understanding of the purpose and approach to teaching speaking. . Even though speaking has not received enough attention, the goal of speaking instruction today must be to help students become more effective communicators. This is so that students can express themselves and learn the social and cultural norms that apply in each communicative situation. The discussion further develops the idea mentioned above. The communicative approach, a participative method of teaching language, is used to emphasize that the learner must be involved in the teaching of speaking.

According to Nunn (2003:24), teaching speaking is to teach students to produce the English speech sounds and sound patterns use word and sentences 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, and use the language quickly and confidently with few unnatural pauses.

Teaching ESL students to speak involves teaching them to produce English speech sound patterns and rhythm of second languages, choose appropriate words according to the appropriate social settings, audience situation, and subject matter. Moreover, to organize and use their thought in meaningful and social sequence, and use the language quickly and confidently with few unnatural pauses (fluency), according to Nunn (2003), Brown (1994), and Harmer (1983).

2.2. Characteristics of a Successful Speech

There are crucial steps that an EFL teacher should take into consideration in order to increase students' success in speaking. Successful speaking has the following qualities, according to Penny Ur (1996):

1. Students speak a lot. The majority of the time allotted for the activity is actually taken up by students talking. Although it may seem obvious, teacher talk and pauses frequently take up the majority of the time.

2. There is equal participation. Every student has an opportunity to participate in class discussions, and contributions are generally distributed fairly evenly.
3. There's a lot of drive. Because they are interested in the subject and have something to say about it or because they want to help with a task objective, learners are eager to speak.
4. The level of language is acceptable. Students easily communicate their ideas through relevant speech.

2.3. Goals of Teaching Speaking

The purpose of teaching has been defined differently by various authors, but there is general agreement on what it is. For instance, Nunan (1989) defined goals as the overarching purpose of any given learning task. According to this perspective, goals can directly describe teacher or learner behavior during the teaching and learning process or they may be related to communicative outcomes.

Nunn (1988) emphasized that the communicative language curriculum is thought to be helpful to establish and maintain interpersonal relations in relation to the goal in this view.

Exchange of information, ideas, opinions, attitudes, and feelings is possible through these relationships. According to this explanation, the majority of communicative activities appear to be goal-derived, and language partners must be clear about their communication's objectives.

The purpose of a lesson gives the teacher or the students a sense of direction and grounds the activity's aim by tying it to a concrete aspect of the curriculum within the given context. Lesson goals can also be stated in more specific terms to demonstrate the expected behavioral change in the students (Byrne, 1987).

The goal, as proposed by Harmer (2002) and related to motivation, is taken into consideration for the purposes of this study. He has made the point that goals can be used for both long- and short-term purposes. Long-term objectives include mastering English and doing well on an exam at the end of the year. Short-term objectives are those that relate to learning new language skills in a week or less. Therefore, in

Harmer's opinion, short-term objectives are more manageable to concentrate on and more closely aligned with students' daily realities than long-term objectives are. Students will be motivated to learn if teachers assist them in achieving short-term objectives. In order for students to understand the purpose of their learning and become motivated, language learning requires the teacher to focus on setting goals. It is generally accepted that motivated students are more likely than unmotivated students to be encouraged to improve their oral proficiency over the course of the shortest amount of time.

2.4. The Role of Students in Learning Speaking Skill

Along with the teacher, students play an important part in teaching speaking skills. They must take part in the educational process in a variety of ways. The shift toward communicatively oriented learning is one of the most significant results. The role of learning in the language learning process has been improved through language learning and teaching (Wenden, 1991: Xi). Cottrell and Crabbe (1999), said that in formal educational contexts the most successful learners are autonomous (they accept responsibility for their learning, why they are learning and with what degree of success of learning. According to Scharle and Szabo (2000), autonomous language learners are those who accept the notion that their own efforts are essential for language learning progress and act accordingly. They are simply making an effort to learn something when they work on their homework or respond to a question in class; they are not trying to impress their teacher or get a good grade. These students are willing to cooperate with the teacher and other for every one's benefit(Ibid,1921) Hedge (2000: 76). Point out that an autonomous learner is one who itself motivated one who takes the initiatives, one who has clear idea of what he/she wants to learn and one who has his/her own plan. She defined autonomous learners as those who understand their needs, collaborate effectively with the teacher to achieve their goals, learn both inside and outside of the classroom, can build off of classroom-based material, are able to use resources independently, and can adapt their learning strategies as needed to learn more effectively.

2.5. Problems Faced by Students in Speaking English

Students have psychological barriers that prevent them from speaking. Juhana (2012) listed a few of them, including fear of making mistakes, anxiety, shyness, lack of confidence, and lack of motivation. Fear of making errors: Due to cultural norms, it is simple for students to develop a fear of making errors during the teaching and learning process. Due to this reason, students are not confident enough in asking questions, giving opinion (suggestion). Most of the students are afraid to be laughed and do not want to be criticized. Shyness-Juhana(2012) stated that the students are afraid to speak due to the feeling of incapable in English. They are unwilling to intimidate by their friends or the teacher. It creates the sentiment of shyness. Anxiety- Anxiety is the feeling of nervousness correlated to the specific situation when students are dominated by this tension during practicing English it must obstruct students from speaking fluently. Lack of confident. There are many reasons that lead the students lacking of confidence. It can be caused by insufficient encouragement by the teacher. Teachers may give the impression that they are supporting their students, but this is only the teacher's perception. Additionally, Nunan (1991) suggested that some of the difficulties in teaching speaking include the ones listed below. They are motivation, exposure, and native language.

2.6. The Role of Teachers to Help Students in Teaching Speaking

The teacher's role in encouraging foreign language learning is crucial because they are in charge of giving students the context they need to improve communicative situations that let them express themselves and interact in the target language.

The teacher's role can be divided into different categories depending on a variety of factors, such as the type of activity, its stage, or the interaction style chosen for it. Nunan and Lamb (1996,134) points out that the roles the teachers adopt are dynamic, not static, and are subject to change to change according the psychological factors brought by the participants .In addition, Byrne (1991,13) compares the teacher to an actor claiming that the teacher “Will have to play different roles at different times.” Byrne divides the roles of the teacher according to the type of interaction differentiating between fluency and accuracy activities. The teacher frequently takes on the roles of stimulator, manager, and consultant during fluency activities,

reminding students of the importance of participating in such activities and encouraging them to seek out their assistance should they require it. On the other hand, during accuracy activities, the teacher's roles will primarily be those of conductor, organizer, and monitor. Therefore, the primary responsibility of the teacher will be to ensure that the students understand what should be practiced and how to practice effectively. Along with setting up the activities and monitoring how well the students are doing. Nunan and Lamb rank the teacher's roles in terms of participants' roles and behavior, starting from the most problematic, based on the reflection of students' behavior in the classroom. They comprise the controller, entertainer, enforcer, and responsibility roles. The instructor constantly exerts control. Giving instructions, making threats, and punishing students is referred to as controlling; in a still-loud but upbeat setting where the teacher introduces games and recreational activities or discusses stories, the teacher is portrayed as an entertainer.

The disciplinarian makes rules that must be followed and is quick to catch my misbehavior, but the teacher spends time teaching, does not need constant supervision, and in the event of noise, only needs to give a simple reminder that works. Nunan and Lamb label as „developer of a sense of independence and responsibility Nunan and Lamb (1996, 135-136). According to Thorn bury(2005), learners' correct use of grammatical structure requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy, by using vocabulary, it is better to select suitable words on the suitable context sometimes, students will use similar words or expressions in different contexts even though they do not mean the same thing. Therefore, students should be able to correctly use words and expressions. According to Thorny Bury (2005), pronunciation is the least important aspect of learning that students typically focus on. Learners should be familiar with the different sounds and their pronunciations as well as phonological rules in order to speak English correctly.

2.7. Feedback in Teaching Speaking Activities

They commit, as well as the specific student who errs. The goal of the activities will be defeated if teachers encounter conversational flow issues (Harmer, 1991). If teachers constantly correct students, they may find this to be very discouraging and

develop a fear of speaking. They advise teachers to always correct students' errors with encouragement and a positive attitude (Baker and Westrup, 2003).

2.8. Speaking and Its Place in Language Teaching

Speaking a foreign language correctly is perhaps the most difficult of all skill, then speaking, not only is the speaker required putting together in an understandable way, but he\she has to speak them in an intelligible fashion (Jones, 1993) Furthermore, when speaking with someone, for instance, an instantaneous response or thought is required. However, when writing, we may have enough time to reflect on and look up the words and expressions we are using in dictionaries, as well as time to reread what has already been written. However, speaking despite its being the most difficult compared to other skill, has been given of learning (Haliday, 1990) .It has been in many ways an undervalued skill which could perhaps because we can over most all speak compared to writing and reading and to take the skill too much for granted, due to the fact that speaking is transient and improvised, and can there for be viewed as facile, superficial Or glib (Bygate, 1993).

2.9. Suggestion for Teachers in Teaching Speaking

According to Rayan (2001), English language instructors should use the following strategies to teach oral language: provide students as much time as possible to speak the target language; reduce the amount of time teachers talk; move around the classroom to check on students' progress; and provide vocabulary that they will need for speaking activities beforehand. Additionally, it gives pupils the most chance to speak the target language.

2.10. Techniques That Promote Teaching Speaking Skills

2.10.1 Role play

In this approach, the teacher describes the scenario that will be enacted and the actions of the various roles. Then, the kids should set aside some time to prepare and act out their parts. Following a debate on the play, the participants may have the chance to express their intentions at the conclusion (Biadgelign, 2010).

2.10.2. Pair-work

Jones (2007) asserts that compared to groups, the environment in pairs tends to be more private and protective. In pairs, students frequently feel less reserved and are able to discuss more intimate feelings and experiences than they could in a small group setting. Cooperation tends to be easier in pairs. Teachers may focus on the following suggestions made by Ur (1996, pp. 121–122) in order to address these issues. The instructor can get around these issues by having the students work in groups, but he must use simple language throughout the task. In addition, the instructor must be attentive in selecting the subject and provide guidelines for honing conversation abilities.

2.10.3. Picture narrating

A series of photographs are shown sequentially in this activity. Students are instructed to describe the events depicted in the sequential photographs by carefully observing the teacher's prescribed rubric. The language or sentence patterns they must employ when narrating might be included in the rubrics (Staab, 1992)

2.10.4. Conversation:

Conversation is an activity which is important for language teachers to implement in speaking class. Bryne (1986) said that teachers should create interaction both between him and his students.

2.10.5. Story completion

Staab (1992) asserts that this is extremely helpful since it allows for open discussion among all learners during circle-sitting exercises. In this practice, the teacher begins by telling a tale, but stops after a few phrases. Then, each pupil begins to recount from the place where the one before them left off.

2.10.6. Picture interpretation

Picture interpretation, according to Atkins et al (1995), is a method of employing photographs in speaking lessons where students are required to analyze a particular picture with their partners before offering their own interpretations of what they have seen.

2.10.7. Interviewing

Through the blending of their various abilities, this facilitates their idea-exchange. Speaking and writing are both part of an interview. (Byrne, 1986)

2.10.8. Opinion-gap activity

In this exercise, students will be provided a setting or an opportunity to speak about how they feel about a certain topic (Prabhu, 1987 et al.). For instance, students can be asked to finish a tale or a work that, in their judgment, is unfinished. The kids will be given social problems to discuss, debate, and argue on in order to allow them to voice their opinions and sentiments.

2.10.9. Story telling

Students can effectively recount a narrative they have heard, or they can make up their own to share with the class. According to Brown and Yule (1983), sharing stories encourages creative thought. Additionally, it helps pupils communicate their thoughts using the beginning, middle, and finish of a tale, as well as the necessary characters and backdrop.

Riddles and jokes can also be told by students. For instance, the instructor could pick a few students to recite a few quick jokes or riddles as an introduction at the start of each class or session. By doing this, the instructor will not only improve the pupils' speaking abilities but also capture their interest.

2.10.10. Reporting

Students are asked to read a newspaper or magazine before class and then report to their classmates what they think is the most intriguing news. Before class, students might also discuss if they have had any noteworthy experiences that they would like to share with their peers. (Brown and Yule, 1983)

2.10.11. Topic-based oral interaction.

Students may be given subjects like an expressive wedding and permitted to envision their own wedding expenditures, as Shuying (1999) notes. She adds that students could have more fruitful conversations about romance-related subjects. The students are also interested in themes like smoking and unintended pregnancies, drug misuse and thievery, future plans, child adoption, imbalanced marriages, drought, and poverty.

2.10.12. Experienced- based oral interaction

To encourage students and provide them the freedom to communicate their true opinions and interests, Rivers and Byrne (1987) noted that verbal exercises should be based on their prior knowledge or experience. In other words, students may not make many genuine efforts to talk in the target language unless the activities pique their attention and inspire them to share their own intentions or knowledge. As stated by Prodromu (1992): Once we realize that learners bring with them a wide range of cultural experiences and first language abilities, we may start building on what they already know rather than immediately reminding them of what they don't know.

2.10.13. *Meaning –focused oral interaction*

Tasks, according to Nunan (1989) and Prabhu (1987), are comprehensive activities that demand genuine engagement or transmission of ideas from the students, with the major focus of the activity being on processing meaning as opposed to studying language components or forms.

2.11. Strategies Used by Teachers in Teaching Speaking

2.11.1 Model and repetition

Teachers often model and repeat key vocabulary and phrases several times, providing students with a clear example of how to produce the target language correctly.

2.11.2. Visual aids

Teachers may use visual aids, such as pictures, charts, or diagrams, to help students understand and remember new vocabulary and concepts.

2.11.3.Scaffolding

Teachers provide support and guidance to help students develop their speaking skills. This may include asking leading questions, giving prompts, or providing sentence frames to help students structure their responses.

2.11.4. Pair and group work

Teachers often use pair or group work activities to encourage students to practice speaking with their peers. Collaborative activities can help students build confidence, create more opportunities for speaking, and learn from each other.

2.11.5.Games and role plays

Teachers may use games and role plays to make speaking activities more engaging and interactive. These activities can create a relaxed and enjoyable learning environment while providing students with the opportunity to use the target language in a meaningful context.

2.11.6. Error correction

Teachers provide constructive feedback and correct errors in students' speech. This helps students become aware of their mistakes and learn from them.

2.11.7.Authentic materials

Teachers may use authentic materials, such as videos, songs, or articles, to expose students to real-life language use and provide opportunities for discussion and speaking practice.

2.11.8. Pronunciation drills

Teachers may use pronunciation drills or activities to help students improve their pronunciation skills. This can involve practicing specific sounds, intonation patterns, or stress patterns in words and sentences.

2.11.9. Speaking assessments

Teachers use various assessment methods, such as presentations, debates, or role plays, to evaluate students' speaking skills and provide feedback for improvement.

2.11.10. Speaking activities outside the classroom

Teachers may encourage students to engage in speaking activities outside the classroom, such as joining conversation clubs or practicing with native speakers. This can help students develop fluency and gain real-life communicative experience.

2.12. Challenges That Might Face Teaching English Speaking Skills

Some of the key challenges include:

2.12.1. *Pronunciation*

English pronunciation can be difficult for learners, especially if they are from a non-English speaking background. They may struggle with different sounds, stress patterns, intonation, and vowel and consonant combinations.

2.12.2. *Fluency*

Building fluency in speaking English requires practice and exposure to the language. Learners may find it challenging to speak fluently and confidently, especially if they have limited opportunities to engage in real-life conversations.

2.12.3. *Vocabulary*

Limited vocabulary can hinder students' ability to express themselves appropriately. Learning and retaining a wide range of vocabulary can be challenging, particularly for non-native speakers who may not have regular exposure to English outside the classroom.

2.12.4. *Grammar*

English grammar is complex and often differs from the grammar rules of other languages. Students may struggle with understanding and applying various grammar structures, tenses, and sentence patterns.

2.12.5. *Fear of making mistakes*

Many learners feel self-conscious and fear making mistakes while speaking English. This fear can hinder their willingness to practice and participate actively in speaking activities. Creating a supportive environment where mistakes are seen as a natural part of the learning process is crucial.

2.12.6. *Lack of authentic exposure*

: Limited exposure to native speakers and authentic English- speaking environments can make it challenging for learners to develop natural conversational skills. This can result in students sounding robotic or unnatural when speaking English.

2.12.7. *Cultural and linguistic differences*

The cultural and linguistic backgrounds of learners can affect their ability to understand and use English effectively. Certain idiomatic expressions, slang, or cultural references may be difficult for non-native speakers to comprehend, impacting their speaking skills.

2.12.8. *Limited speaking opportunities*

In traditional classroom settings, students may have limited opportunities to practice speaking English, especially if the class size is large. Insufficient practice time can hinder their progress in developing spoken English skills.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Method

The general objective of this study is to assess the practices of teaching speaking skills in EFL classes in the proposed study site

This study used a mixed-methods approach to assess the way speaking skills are taught at General Wako Gutu Secondary School

1. This method was chosen primarily because it facilitates comprehension of the numerous complexity parts of social processes (Best and Kaham, 2005). Mixed-research methodologies are crucial and helpful, according to Onwuegbuzie and Leech (2004), to maximize the strengths and reduce the weaknesses in both individual research investigations and across studies. The approaches would confirm one another. In order to explore the given topic thoroughly, the researcher can freely employ quantitative and qualitative approach (Onwuegbazie and Leech, 2006). The conditions that exist have been described, examined, and interpreted using quantitative research methodology. The researcher opted to utilize it since it aided in her investigation and evaluation of classroom procedures used by teachers to impart speaking proficiency and the instructional processes taking place in the classroom.

Systematically describing and identifying correlations between factors that could not be quantified was done through the use of qualitative research methodology (Best and Kahn, 2005.)

As a result, mixed research method was employed in this study to evaluate the method used to teach speaking skills in EFL classes. To fulfill the study's goals and respond to the research questions, a hybrid method has been adopted.

3.2. Data Gathering Instruments

The researcher employed three tools for data collecting in order to meet the stated study objectives and obtain accurate information. They were interview, observation of the classroom, and questionnaire. A key technique for acquiring data was classroom observation. Closed-ended questionnaires for students and teacher interviews were helpful tools for obtaining accurate information on how speaking skill instruction was carried out in actual EFL classes.

3.2.1. Classroom observation

One of the sources of data was considered to be the classrooms. There, observation was performed to determine what actually took place in the classroom. Observation was used as a major data gathering tool because it allowed studying a phenomenon about the present situation about the practice of teaching speaking skill. Concerning this, Lewy (1979: 163) pointed out that observation is useful to indicate how the lesson is divided in a variety of activities. Similarly, Slinger and Shohamy (1989) explained that observation is the most often used in foreign language learning research to collect data on how learners use language in a variety of settings. Therefore it allows for the study of a phenomenon about the current condition regarding the practice of teaching speaking skill. Classroom observation was utilized as a significant data collection strategy to gain information about the practice of teaching speaking skill in EFL classes. Lewy (1979: 163) noted that "observation is important to demonstrate how the lesson is split into a range of tasks" in relation to this. Similarly, Slinger and Shohamy (1989) described how observation is frequently employed in studies on foreign language learning to gather information on how learners use language in a range of circumstances.

In order to gather more detailed information regarding how teachers apply their practices when teaching speaking lessons, the researcher conducted classroom observations. The observation check list included questions regarding the procedures, including the exercises, methods for honing speaking abilities, and the degree to which teachers implement the techniques that used for teaching speaking in EFL classes. The

researcher identified the activities and teaching methods English language teachers employed to teach speaking lessons in the EFL classroom during observation. Therefore, the five available English language teachers of grade 11 purposely selected to undergo two rounds of observation while they were teaching speaking skills, and each activity was documented using a checklist. The information discovered was then outlined and discussed.

3.2.2. Questionnaire

For the study's sample students, a closed-ended questionnaire was used. The aim of the questionnaire was to gather information on the speaking instruction that took place in EFL classes. Additionally, it is employed to elicit data on the methods employed to train speaking abilities. In order to swiftly and affordably gather the necessary data from a large sample, researchers prefer to employ questionnaires.

A questionnaire consists of a number of items printed or typed in a definite order on a form or set of forms. The questionnaire was given to respondents who were expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. The respondents have to answer the questions on their own.(Sugawara & Nikaido, 2014). Alreck and Settle, (1995; Krath Wool, 1998). The study included closed-ended questions. For further understanding of pupils, questionnaire was translated to Afan Oromo and distributed to students. The survey questions were modified from those in Tsegaye(2015). The closed-ended questions were prepared with the study's goals in mind. She knows that this instrument would enable her to get enough data regarding the problem was another justification for utilizing it. The pupils were first given instructions on how to complete the questionnaire. The researcher then administered it before the classroom observation.

The three categories were used to group the surveys. The first section covers the technique of teaching speaking, the second section covers speaking strategies, the third section covers the challenges that face in teaching speaking skills. Teaching Strategies are a collection of different methods that are all in use by the teacher to teach the subject material, and these may vary from lesson to lesson. Methods of teaching

speaking refer to the overall approaches and techniques used to help learners acquire and develop speaking skills. Strategies of teaching speaking, on the other hand, are specific plans and actions that teachers employ to facilitate speaking instruction within a given method

3.2.3. Interview

The researcher utilized a semi-structured interview to gather information regarding teaching speaking skills in EFL classes. Interviews are utilized to gather detailed information, free responses, and flexibility that cannot be achieved through other processes, according to Salinger and Shohany (1989). It was conducted immediately after the classroom observation and questionnaire was over. The interview questions were designed to meet the main objectives of the study and notes had been seriously taken while interviewing. Five teachers were interviewed semi-structurally to get pertinent data. The key points about speaking skills practice and the challenges they faced during teaching speaking skills were covered during the interview, and the teachers' responses to each activity were noted. The researcher taped the conversation with the teachers.

3.3. Sample Size and Sampling Technique

The main participants of this study were all five available EFL teachers for interview, and observation in order to get enough information. In this study, the researcher used simple random sampling techniques for students, because this sampling design, gives an equal chance of inclusion in the sample. According to Kotari, (2004) in survey research, 53% of the populations are representative. Therefore, since 360 students were enrolled in grade eleven (in 2015academic year) which were distributed in six sections 190(53%) of the total 360 students took part in responding to a questionnaire. The researcher conducted class room observation in each class room. In addition, 190 students were selected randomly for only questionnaires from six section and five teachers selected for interviews in order to provide relevant data that helped the researcher to cross check its validity which obtain from class room observation.

3.4. Techniques of Data Analysis

The first section the table covers the technique of teaching speaking, the second section covers speaking strategies, and the third section covers the challenges that face in teaching speaking skills. The descriptive quantitative and qualitative data analysis method was used to examine the information gathered through classroom observation, questionnaire, and interview. The information gathered through questionnaires, interviews, and classroom observations was categorized and arranged thematically.

The results of the questionnaire were first totaled, tabulated, and recorded as frequency, which could indicate how many people responded to each item. Since both quantitative and qualitative data were collected for this study, descriptive statistical analysis for five-point Likert scale items of quantitative data was performed in accordance with Best and Kahan's (2005) suggestion that the quantitative research method allows for the descriptive interpretation and discussion of data using percentages. In order to support the above quantitatively analyzed data, the information gathered from both teacher interviews and classroom observations was categorized thematically and verbally described.

The results from each type of data were then interpreted. To achieve this, categories of themes were created that included the pertinent information. Then, the relevant issues and cases that were gleaned from all of the instruments used were arranged under the main themes and carefully analyzed.

3.5 Ethical Considerations

After discussing the purpose and significance of the study with the school leaders of General Wako Gutu secondary school, supportive letter was offered to them. School teachers and students were notified that the researcher was investigating the information for assessing the practice of teaching speaking skills in EFL class. Ethics in research deals with how the researcher treats those who participate in the study and how to handle the data after collection (Vanderstoep & Johnston, 2009:12). In the

process of the study, different ethical considerations have been taken. In the first place, to get informed consent from the study participants, the purpose of the study was briefly described, participants have been informed that the data taken from them will be used for educational purpose, and the researcher was described who is her, as well as, from where is her, which enabled him to made good relationship with participants. In depth interview and questionnaires, participants were informed to freely respond to questions and also have a right to stop to respond when they feel discomfort. The other ethical consideration taken was participant and data confidentiality. Because of it is important for information and identity of participant was promised to be kept securit. The participants also assured that pseudonyms, rather than their actual names, were used in this research report, and that they have the right to know the purpose and outcome of this research.

On top of this, the participants were informed that they have the right to withdraw their consent at any point in time when they feel that they were inconvenient or mistreated. Finally, the researcher has taken time and sat with the informants to be brief the information obtained, informed the participants that all information they present will be stored at safe place. So, confidentiality was guaranteed in every step of the research.

CHAPTER FOUR

4. DATA PRESENTATION AND ANALYSIS

As stated earlier, the main purpose of this study was to assess the extent to which the techniques of teaching, the activities and strategies appropriate for teaching speaking were practiced by teachers of grade 11 at General Wako Gutu secondary school. The findings of this study were based on the data obtained through questionnaire, classroom observation, and interview. The data gathering instruments were prepared in a way they could answer the basic research questions of the study.

4.1. Techniques Employed by Teachers to Teach Speaking Lessons

To get data related to the teacher's actual classroom activities to teach speaking, the learners were asked to report (using questionnaire) which of the mentioned speaking activities their teachers had been using.

Table1. Percentage of students' response for techniques used by teachers to teach speaking skill.

No	Statement		Alternatives					
	My English teacher uses		Very high	High	Medium	Low	Very low	total
1	Group discussion	N	110	42	5	30	3	190
		%	57.9	22.1	2.6	15.8	1.6	100
2	Pair work	N	106	60	4	8	12	190
		%	55.8	31.6	2.1	4.2	6.3	100
3	Questioning and Answering	N	155	20	3	8	4	190
		%	81.6	10.5	1.6	4.2	2.1	100
4	Dialogue, or Conversation	N	45	9	2	73	61	190
		%	23.7	4.7	1.1	38.4	32.1	100
5	Dramatizing	N	0	4	5	25	156	190
		%	0	2.1	2.6	13.2	82.1	100
6	Story telling	N	5	5	2	68	110	190
		%	2.6	2.6	1.1	35.8	57.9	100
7	Interview	N	2	5	3	89	91	190
		%	1.1	2.6	1.6	46.8	47.9	100
8	Games	N	6	3	0	80	101	190
		%	3.2	1.6	0	42.1	53.1	100
9	Role play	N	4	5	3	69	109	190
		%	2.1	2.6	1.6	36.3	57.4	100
10	Presentation of oral report	N	2	7	1	62	118	190
		%	1.1	3.7	0.5	32.6	62.1	100

English language teachers mostly use to teach speaking lessons are questioning and answering group discussion and pair work method. As it can be seen from the table 155(81.6%) 110 (57.9%), 106(55.8%) students responded 'very high' for questioning and answering, group discussion and pair work, respectively. According the data

above, the students responded that their English teachers rarely use the other techniques.

In the class room observation, the researcher noticed that two teachers: (T-2) and (T-5) used pair work for most of class time prevalently when they present the dialogue conversation from the students textbook; while other teachers mostly used questioning and answering and group discussion for the same skill with the above teachers. Furthermore, the researcher observed during class room observation that all teachers were using the questioning answering technique at the end of group and pair work. However, all of them rarely use the other techniques mentioned in the table above.

According to the data obtained from the interview, the respondents (T-2 and T-5) when they were asked why they preferred pair work for that speaking activity which could have been better practiced in groups, the teachers reported in this way: “group work is not favorable for students to practice speaking since the students’ disturb one another. It is also difficult for the teacher to control their speaking skill. However, pair work is favorable for the learners to practice speaking since it is simple to understand each other. When they discuss in pair than in group it is also very simple for the teacher to monitor their oral skill, for this reason I prefer using pair technique.” The teachers also responded that questioning and answering technique was mostly used. When asked how they used the questioning and answering technique, all the three teachers replied almost the same response T-1, T-3 T-4. They responded that they usually ask their students questions in relation to the speaking activity they practiced, to check how much they have understood . They use this technique at the end of the group discussion, pair work and the like. Because they believe it can improve their students speaking skill. From the reflection described so far, it can be understood that all teachers in the school used questioning and answering technique because they believe the technique would help their students improve their speaking skill.

Based on the data obtained from the questionnaire for students, class room observation and interview with teachers showed that the technique mostly employed by teachers to teach speaking lesson were group discussion, pair work, questioning and answering. Yet it is recommended to implement the questioning and answering techniques in a

way students can be helped to practice speaking by answering to 'Yes' or 'No', questions 'WH' questions or by providing information gap activities like personal information exchange or using it to ask questions such as "what do you mean?" how did you reach that conclusion?" in order to prompt the students to speak more (Patterson, 1987). Therefore, from the reflection of teachers' interview and classroom observation it was found that teachers did not use the questioning and answering techniques in a way it can be practiced.

From this one can understand that teachers had not used the other technique such as storytelling, drama, role play, games and presentation of oral report.

However, the techniques which are not used by those teachers are useful techniques that can enable learners to interact or converse in meaningful situation generating a sense of authentic communication (Harmer, 1999; Byrne, 1987; Bygate, 1987; Brown, 1994; Shying, 1999). For example drama is a technique which deals with what Thornbury (2005:96) who describes that speaking activities involving a drama element, in which learners take an imaginative leap out of confines of the classroom, provide a useful springboard for real-life language use. Situations that learners are likely to encounter when using English in the real world can be stimulated and a greater range registers can be practiced than are normally available in classroom talk. Meanwhile, Byrne (1994:115), Parkinson & Thomas (2000:122) explain that drama is a fantasy activity in which the students make believe, take part and imagine the realistic situation. According to him drama deals with the following activities: mime, role play, and simulation. Dramatic activities provide the opportunities for the learners to develop fluency skills: to use a language freely, because they offer an element of choice; to use language purposely, because there is something to be done; and to use language creatively, because they call for imagination. (Royani & Tukimun, 2023)

According to (Royani, E., & Tukimun, T. 2023), in storytelling, the students must be able to tell story in the target language, in this case is English. Teacher can encourage the students to retell stories which they have read in their books or found in newspaper or in internet).

However, the absence of using the above techniques decreases the reliability of promoting the speaking skill of the learners. They have limitations to bring learners to use the target language with accuracy and fluency. Therefore, teachers need to use these additional techniques such as role play, drama, interview games and the like. Applying these techniques would help the learners to interact in a meaningful situation which can enhance a sense of authentic communication

Another point the researcher considered was the grouping system. When students who are good at oral proficiency are grouped with those who are slow in speaking they can help the group members by serving as facilitator.

In addition to this it is sometimes necessary to form group fast learners and slow learners independently and provide fast learners with difficult tasks and slow learners with easy oral tasks since the more able students may feel bored or lose hope and interest with the mixed ability group interaction as they may think they gain little or no benefits from such grouping systems (Prodromou, 1989; 1986). Furthermore, Harmer, (1992), Richards and Lockhart (1999) also discusses allocating learners according to their level of knowledge mixed ability groups and same ability group. Harmer suggests that learners working in mixed ability groups will both benefit from the arrangement. He admits that weaker learners may be overpowered by stronger learners, but at the sometime, Harmer claims that stronger learners will not be unnecessary hindered from getting the maximum benefit from the activity (p-246). Concerning the pairing technique it was found out that **T-3** was using in closed manner with adjacent and opposite students perform the dialogue all pairs work at the same time during the time of observation the teacher was ordering the students to get paired and do the dialogue completion exercise. And this shows that ordering the students to get paired as they are in their adjacent or opposite sitting arrangement may have negative impact on the interaction. However, the teachers themselves should have organized students in to pairs or group in order to make them ready for practicing of the new language they have learned and doing other related tasks.

4.2.1. *Strategies implemented by EFL teachers to teach speaking skill*

In this part, the response of students for ten items were analyzed and it was obtained that the majority of the respondent learners replied negative idea to wards their teachers use of activities to teach speaking skill.

Table-2 (a).Percentage of students response for strategies used by their teachers to teach speaking

No	Statement		Alternatives					
`	My English teacher uses		Very high	High	Medium	Low	Very low	total
1	Narrating story	N	1	2	0	44	143	190
		%	0.5	1.1	0	23.2	75.2	100
2	Describing picture(picture interpretation)	N	0	0	0	80	110	190
		%	0	0	0	42.1	57.9	100
3	Debates	N	5	6	0	90	89	190
		%	2.6	3.2	0	47.4	46.8	100
4	Opinion sharing activities	N	5	6	0	85	94	190
		%	2.6	3.2	0	44.7	49.5	100
5	Topic based Discussion On certain question	N	21	111	0	10	48	190
		%	11.1	58.4	0	5.3	25.2	100
6	Talking about ourselves on certain leading question	N	55	98	3	23	11	190
		%	29	51.6	1.6	12.1	5.7	100
7	Information gathering Activities	N	0	0	0	85	105	190
		%	0	0	0	44.7	55.3	100
8	Making a speech Without preparation	N	0	0	0	90	100	190
		%	0	0	0	47.4	52.6	100
9	Discovering similarities and differences	N	60	94	0	36	0	190
		%	31.6	49.5	0	18.9	0	100
10	Problem solving Activities (puzzle)	N	0	0	0	88	102	190
		%	0	0	0	46.3	53.7	100

As it can be seen from the above table (4.2,a), interaction activities show learners' responses to the ten items and their corresponding percentage value. As it shows, the majority of the respondents replied that their teachers fail to make use of these activities (narrating story, describing pictures, debates, and opinion sharing activities). 'Regarding this, the percentage value of the responses given by the students indicates that teachers were not devoted to practice their students to teach speaking skill using the above activities. It also indicates that teachers made more effort to help their students to talk about themselves on certain leading questions and include in topic based group discussion and report to the class orally. Farther more, teachers involve their students in describing similarities and differences of different phenomena to improve the speaking skill of the students. However, for the rest of activities (i.e. information gathering activities, making a speech without preparation and problem-solving) depict that teacher did not give any attention to these activities as the majority of the student responded low and very low.

During the classroom observation, as the researcher observed twice for each of five English teachers when teaching speaking, two (2) of them make their students to talk about themselves. The other three (3) teachers didn't use this strategy. Instead they used opinion sharing activities, debate, discovering similarities and differences depending on the activities they teach even though the frequency of occurrence different from teacher to teacher as well as from strategy to strategy. Hence more frequently they used discovering similarities and differences. However the former two teachers namely (T-3 and T-4) practiced their students speaking by talking about themselves giving them guide lines. When they were interviewed independently why they prefer such strategy (talking about themselves) in teaching speaking skills they responded as follows: T-3 "I use this strategy because I believe that it helps students use the language in their daily life. Moreover, talking about oneself is one of the things they clearly know to talk about, so it can build their confidence.

If I focus on other strategies, for example problem solving and debate they may not talk freely as needed because they could face the problem of vocabulary and grammar. So I used this strategy in most of teaching speaking skills"

However, using only the same strategies cannot take student to the point where they use the target language with the needed communicative competence unless additional activities are added. If they practiced properly they could bring authentic atmosphere of communication which is using the target language in real life situation (hedge, 2000). So the English teachers faced the failure to both using appropriate activities and techniques.

The teaching strategies can enhance the practice and the techniques of the speaking activities. Likewise, Kayi (2006) gives some suggestions for teacher to do in teaching speaking. He suggest to provide maximum opportunity to students to speak the target language, involve each student in every speaking activity, reduce teacher speaking time, show positive signs when commenting on a student's response, ask eliciting questions to prompt students to speak more, provide written feedback, do not correct students' pronunciation mistakes very often, involve speaking activities out of class. Klancar (2006) mentions that one of the rules that can be applied in developing English speaking proficiencies is that it should slowly but continually, through constant revision and recycling.

Therefore, teachers should strive to achieve the positive and relaxed atmosphere in the classroom, as this proved a decisive factor in achieving the maximum results.(Royani & Tukimun, 2023). If appropriate strategies were properly practiced, they would have good effect in the improvement of students speaking skill.

However, the information obtained from students questionnaire, class room observation and interview with teachers indicated that there were still shortage of proper usage of the activities and the techniques used in teaching speaking due to insufficient usage of different strategies that could foster the appropriate practice of the activities and successful practice of the techniques mentioned.

4.2. 2. *Strategies implemented by EFL teachers to teach speaking skill*

To know the extent teachers use the teaching strategies that would enhance the effective practice of teaching and proper utilization of techniques to teach speaking skills in grade eleven questions were stated.

Table 2.(b)Percentage of students’ response for practises used by teachers to teach speaking skill.

No	Items		Liker Scale					
			Very high	High	Medium	Low	Very low	Total
	My teacher used the following strategies							
1	Advises students to apply Strategies of developing speaking skills	N	0	0	0	63	127	190
		%	0	0	0	33.2	66.8	100
2	Helps students keep on talking by Participating in speaking activities	N	0	0	0	65	125	190
		%	0	0	0	34.2	65.8	100
3	Motivates students to arouse their interest in speaking	N	0	25		70		190
		%	0	13.2	24.7	36.8	25.3	100
4	Gives appropriate feedback to student	N	5	15	40	75	55	190
		%	2.6	7.9	21.1	39.5	28.9	100
5	Available and use gestures for encouraging students	N	0	29	16	55	90	190
		%	0	15.3	8.4	28.9	47.4	100
6	Advise students not to be so much concerned with accuracy	N	6	10	15	80	79	190
		%	3.2	5.3	7.9	42.1	41.5	100
7	Encourages students to speak English	N	15	28	40	55	52	190
		%	7.9	14.7	21.1	28.9	27.4	100
8	Organizes students in groups	N	48	80	27	30	5	190
		%	25.3	42.1	14.2	15.8	2.6	100
9	Encourages students to correct each other	N	0	9	15	89	77	190
		%	0	4.7	7.9	46.8	40.6	100

As it can be seen from the above items 1, 2, and 3, they are designed to assess students’ idea towards their teachers’ use of activities in teaching speaking in EFL class, the majority of the respondents for item 1, 63(33.2%) replied low and 127(66.8%) replied ‘very low’ and for item 2, 65(34.2 %) of the respondents replied

'low,' 125(65.8%). 'Very low'. For item 3, 70(36.8 %) of the respondents replied 'low' and 120(63.2%) of the respondents replied 'Very low'. This indicates that English language teachers do not apply the strategies that are useful for the better learning of speaking in EFL class. In addition, as the above table shows, English language teachers do not advise their students to apply strategies, and do not participate in the students group while they are discussing and do not use gestures by moving here and there in the classroom. From this one can understand that the absence of using strategies in teaching speaking lesson in EFL class creates low proficiency especially in improving speaking skill. For item 4, 25(13.2%) of the respondents high and 47(24.7%) of the respondents replied medium and the remaining 70(36.5%) replied low and 48(25.3) of them replied very low. Concerning items 4--9, of the above table, except for number 8(organizing students in to group), the tendency of the data shows English teachers do not use rest of the strategies for teaching speaking skills.

Similarly, the reflection from the classroom observation showed that teachers did not give much attention for the above mentioned strategies. However, as the researcher observed the go around classroom to ensure whether the students need help, provide the vocabulary that students need, and help the students who have difficulty. Which is supported by (Royani & Tukimun, 2023) In addition to this , the information that was obtained from the classroom observation also revealed that teachers of English language organize their students in group during discussion in the speaking classroom but they did not Encourages students to correct each other.

Furthermore, the reflection from the interview of teachers also revealed that teachers gave little attention towards using the strategies that are mentioned from item 1-9 except very few of them. As example, when the researcher asked the English teachers in the interview about giving feedback, they responded in this way: T-2 reported as follows: "Giving feedback is difficult because some students care about what you have to say and others will just throw it in the trash the first opportunity they have. And for this reason, I get bored to give feedback for my students". (T-2) Concerning feedback the other teacher (T-4) reported as follows: "I believe tha providing students' feedback

is good but due to the shortage of time I cannot give feedback for all students with in forty five minutes time”.

Concerning feedback the other teacher (T-3) reported as follows: “I believe that giving feedback is extremely important. If students receive any feedback in a timely manner, they can actually use it in any future speaking. But, due to shortage of time I could not always give feedback but once in a week”. Generally, teachers in the mentioned school did not give much feedback for their students. This situation in turn creates poor speaking performance on the learners.

From the above reflections one can easily understand that most of English language teachers did not motivate their students when teaching speaking in EFL class. This in turn brings less interest in speaking because a good motivation is a key in teaching learning process, motivated students can easily communicate with each other through foreign language. High student’s motivation and interest are vehicles for any learning. On the other hand, low motivation and interest makes any learning difficult to foreign language proficiency (Jacobs and Ratmandia, 1996). They also gave less attention for giving feedback for the students when the speaking task is over in the speaking lesson.

4.3. Challenges That Face During Teaching Speaking

In this part, the responses of students for eight items were analyzed. It was obtained that the majority of the respondent replied they were negatively affected by the listed problems.

Table-3. Percentage of students' responses for the challenges that they faced while learning speaking skill.

No	Statement		Alternatives					
	How much do you face these challenges during learning English speaking skills		Very high	High	Medium	Low	Very low	total
1	Pronunciation drills	N	48	89	27	20	6	190
		%	25.3	46.8	14.2	10.5	3.2	100
2	Vocabulary problems	N	92	45	36	17	0	190
		%	48.4	23.7	18.9	8.9	0	100
3	Using appropriate grammar	N	55	48	52	29	6	190
		%	28.9	25.3	27.4	15.3	3.2	100
4	Lack of speaking in English Fluently	N	122	55	10	3	0	190
		%	64.2	28.9	5.3	1.6	0	100
5	Fear of making mistakes	N	98	70	11	63	5	190
		%	51.6	6.8	5.8	33.2	2.6	100
6	Lack of authentic exposure	N	102	69	9	10	0	190
		%	53.7	36.3	4.7	5.3	0	100
7	Cultural and linguistic differences between learners	N	0	9	15	56	110	190
		%	0	4.7	7.9	29.5	57.9	100
8	Limited speaking opportunities	N	87	61	24	2	16	190
		%	45.8	32.1	12.6	1.1	8.4	100

As it can be seen from the above table, almost all of the students faced the problems which are listed in the table. Concerning pronunciation, 48(25.3%) and 89(46.8%) of the respondents replied, 'very high' and 'high' for pronunciation problem respectively. This shows that the majority of the students have the difficulty of pronunciation. They may struggle with different sounds, stress patterns, intonation, vowel and consonant combinations. Moreover, according to the data obtained from the table above, for all of the items except item -7(Cultural and linguistic differences between learners) the students affected by the problems(Fluency of speaking in English, Fear of making mistakes, Lack of authentic exposure, Pronunciation, Vocabulary, Using grammar).

However they had really affected by cultural and linguistic differences. During classroom observation too, the researcher observed that the students had the difficulties of the first three items (pronunciation, vocabulary, and using grammar). English pronunciation can be difficult for learners because they were all from a non-English speaking background. They were struggled with different sounds, stress patterns, intonation, and vowel and consonant combinations. Concerning vocabulary and grammar, since they limited vocabulary they enabled to express themselves appropriately. Learning and retaining a wide range of vocabulary can be challenging, particularly for those students who are non-native speakers because they don't have regular exposure to English outside the classroom. Grammar was also another problem of those students as the researcher observed. Students were struggled with understanding and applying various grammar structures, tenses, and sentence patterns. English grammar is complex and often differs from the grammar rules of other languages. Fear of making mistakes was also been observed that many learners felt self-conscious and fear making mistakes while speaking English. This fear could hinder their willingness to practice and participate actively in speaking activities. For this reason creating a supportive environment where mistakes are seen as a natural part of the learning process is crucial.

Furthermore, the reflection from the interview of teachers also revealed that the students had the difficulties of English pronunciation, vocabulary, and using appropriate grammar. As most of these English teachers reflected, the reasons for difficulties are that they have limited speaking opportunities fear of making mistakes and lack of authentic exposure. They also added that teachers themselves have lack of authentic exposure and teaching materials. According to teachers, fluency is another challenge of learning speaking skills. Building fluency in speaking English requires practice and exposure to the language. Learners may find it challenging to speak fluently and confidently, especially if they have limited opportunities to engage in real-life conversations.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary and conclusions drawn from the study. It also provides recommendations forwarded by the researcher based on the findings of the study.

5.1. Summary

The study's goal, as mentioned in the earlier chapters, was to assess and describe the methods EFL teachers at General Wako Gutu Secondary School used to teach speaking skills in the classroom. Therefore, particular focus was placed on investigating the activities and methods English teachers employed to teach speaking lessons to students in grade 11, as well as evaluating how they practiced the techniques, activities, and strategies whether they put forth the necessary effort during each lesson. So that it will be possible to offer suggestions for improving the ability to teach speaking skills.

To do so, three different types of data collecting tools (questionnaire, classroom observation, and interview) were used to gather reliable data in order to achieve the study's overall goal. The questionnaire's respondents were chosen at random, and five teachers who were available for an interview and a classroom visit were taken. Because of this, the study used classroom observation as one of its main methods for gathering data, along with students' questionnaire and teacher interview for triangulation method. Overall, the research was conducted using a mixed methodology that mainly combined qualitative and quantitative methods. In chapter four, the information gathered using the three tools was displayed, examined, and discussed. Inductive data analysis was used to develop a thematic framework for categorizing and sorting the respondents' actual words.

5.2. Conclusions

Considering this in mind, conclusions based on the findings of the study have been forwarded as follows.

- Teachers didn't have a solid theoretical or practical understanding of how to teach speaking. In other words, although teachers had some orientations about teaching speaking, the results of the qualitative data showed that they did not clearly apply the fundamental components of teaching speaking..
- They didn't have a clear understanding of the direction of instruction, supporting students, nature of teaching materials, type of classroom organization, or management when using teaching speaking for communication purposes
- Classroom instruction by teachers did not adhere to the fundamentals of instructing speaking. The data showed that role play, dialogue, and conversation drama were the types of activities teachers used rather very infrequently to teach speaking skills. Additionally, teachers did not make enough of an effort to deal with activities like problem-solving activities, topic-based group discussions, talking about oneself in response to some leading questions, opinion-sharing activities, and identifying similarities and differences between similar features. According to the data, teachers consistently used a set of teaching techniques (presentation, observation, and discussion) that could be used for a teaching-learning process that flows directly.
- EFL teachers must create speaking exercises that encourage students to use the language for communication. The study, however, revealed that teachers were only utilizing the exercises from the textbook. Teachers only used the text book; no supplemental materials or teaching aids were used.
- One of the issues raised by this study was the effective application of suitable instructional strategies. The study's findings demonstrated that language teachers did not even use basic exercises and techniques. According to the results of the learners' questionnaire, teachers were aiming to improve the sole practices they

utilized through incentive, monitoring, and assessment. According to data gathered from teacher interviews and classroom observations, relatively few tactics were employed by instructors to implement the activities and procedures.

- The study's findings showed that English language instructors failed to provide feedback for their pupils during speaking lessons. The data regarding speaking instruction revealed that teachers did not provide students with any opportunities to communicate in English in everyday situations. When introducing the new lesson, the English they used was unsatisfactory, and teachers barely function when doing so, providing the necessary practice, and providing opportunities for free production. The study's findings showed that English language teachers did not give their students the chance to correct their mistakes on their own.
- In a nutshell, the finding of the study reveals that the activities, techniques and strategies used by teachers to teach speaking skills for grade 11 students of General Wako Gutu Secondary school were not appropriate enough to develop their communicative competence and performance due to teachers' failure to use different activities and techniques in the process of teaching. Furthermore, the study indicated that teachers did not give enough amount of practice for students and did not create sufficient opportunities for learners to use English (speaking) for authentic (real life) situation.

5.3. Recommendation

The researcher has provided the following recommendations based on the findings: Teachers must have a clear idea of how to teach speaking. They believed they were well-versed in the theoretical and practical aspects of communicative-based teaching that were connected to the teaching of speaking, but in reality they were not.

Therefore they must be given some chances to practice.

- Teachers of EFL classes should give their students more opportunities to speak during speaking class.
- Teachers weren't doing a good job of getting students involved, engaged, and interacting during instruction. Therefore, well-organized training on how to use

these instructional procedures (presentation, monitor, and discussion) should be given to teachers.

- It is recommended that teachers use their creativity, consult books, engage in productive dialogue with one another and other people, and share their experiences with other schools
- The concerned parties, including the sub-city, zonal or regional bureau, supervisors, and school administration, should make an effort to provide training on the fundamentals of teaching speaking.
- Following the completion of the speaking lesson, teachers should provide feedback to their students on their speaking performance.
- EFL instructors must give students the chance to correct their mistakes on their own.

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7.APPENDICES

Appendix-A

A. Classroom observation check list

Grade 11

teachers male [] Female []

Date of observation _____ class

observed _____

No of students _____ time

/period _____ Unit _____

teacher observed _____ Days lesson/topic _____

Classroom observation for activities used by their teachers to teach speaking skills

No	Are the following techniques used?	T-1		T-2		T-3		T-4		T-5	
		Day-1	Day-2	Day-1	Day-2	Day-1	Day-2	Day-1	Day-2	Day-1	Day-2
1	Group discussion										
2	Pair work										
3	Questioning and answering technique										
4	Dialogues /conversation										
5	Story telling										
6	Interview										
7	Drama										
8	Games										
9	Role play										
10	Presentation oral report										

Appendix-A (continued)

Classroom observation for strategies used by their teachers to teach speaking

	The teachers helped the students using the following activities	T-1		T-2		T-3		T-4		T-5	
		Day-1	Day-2	Day-1	Day-2	Day-1	Day-2	Day-1	Day-2	Day-1	Day-2
1	Role play activities										
2	Debates										
3	Dialogue and conversation										
4	Drama										
5	Topic based group discussion on question										
6	Information gathering activities										
7	Narrative story										
8	Discovering similarities and difference										
9	Impromptu speech making a speed										
10	Problem solving activities										

Appendix-A(continued)

Classroom observation for **strategies** used by their teachers to teach speaking

	Teacher used the following strategies to teach	T-1		T-2		T-3		T-4		T-5	
		Day-1	Day-2	Day-1	Day-2	Day-1	Day-2	Day-1	Day-2	Day-1	Day-2
1	Advising students to apply strategies of learning										
2	Helping students keep on talking by teaching them speaking Motivation students to arouse their interest in what they are practicing										
3	giving and being available for help while students are practicing										
4	Giving appropriate feedback to student during or after their speaking practice										
5	Encouraging students to speak English outside the class room										
6	Encouraging students to correct errors each other										
7	Organizing students in to pairs or groups to make them ready for practicing the new language										
8	Advising students not to be so much										
9	Encouraging students to speak English outside the class room										
10	giving and being available for help while students are practicing										
11	Encouraging students to correct errors each other										
12	Organizing students in to pairs or groups to make them ready for practicing the new language										

Appendix-A(continued)

Classroom observation for the challenges that they faced while learning speaking skill.

No	Statement	T-1		T-2		T-3		T-4		T-5	
		Day-1	Day-2	Day-1	Day-2	Day-1	Day-2	Day-1	Day-2	Day-1	Day-2
	How much do you face these challenges during learning English speaking skills										
1	Pronunciation										
2	Vocabulary										
3	Using grammar										
4	Fluency of speaking in English										
5	Fear of making mistakes										
6	Lack of authentic exposure										
7	Cultural and linguistic differences between learners										
8	Limited speaking opportunities										

Appendix- B

B. Questionnaire to be filled grade 11 Students of General Wako Gutu Secondary School

Dear Students,

This questionnaire has been prepared for

This research is planned to be conducted at your school for my MA (Master of Arts) research in TEFL (teaching English as a foreign language) program. In particular it has been designed to collect data on “Assessing the practice of teaching speaking skill in EFL class at General Wako Gutu secondary school, the case of grade 11 The information is very significant in making the study useful. I would very much appreciate your help.

Part I introduction –

Instruction: mark or write full information required about your perso

Sex: M _____ F _____

Grade -11 section _____

Table 1- close – ended questionnaire for students

Use a scale of 1 up to 5 as indicated below for the close –ended questionnaire and mar „X“ your answers to the statement underneath

1. Very high 2. High 3. Medium 4. Low 5. Very low

You are among those who have been selected to participate in the study. Therefore, your genuine answers

Table 1-Students' response for activities used by their teachers to teach speaking skills

No	Statement	Alternatives					
	My English teacher uses	Very high	High	Medium	Low	Very low	total
1	Group discussion						
2	Pair work						
3	Questioning and Answering						
4	Dialogue, or Conversation						
5	Dramatizing						
6	Story telling						
7	Interview						
8	Games						
9	Role play						
10	Presentation of oral report						

Table-2 (a).Percentage of students response for **strategies** used by their teachers to teach speaking

No	Statement	Alternatives					
		Very high	High	Medium	Low	Very low	total
1	Narrating story						
2	Describing picture (picture interpretation)						
3	Debate						
4	Opinion sharing activities						
5	Topic based Discussion On certain question						
6	Talking about ourselves on certain leading question						
7	Information gathering Activities						
8	Making a speech Without preparation						
9	Discovering similarities and differences						
10	Problem solving Activities (puzzle)						

Table (2b)- Students’ response for activities used by teachers to teach speaking skill.

No	Items	Likert Scale					
		Very high	High	Medium	Low	Very low	total
1	Advises students to apply Strategies of developing speaking skills						
2	Helps students keep on talking by participating in speaking activities						
3	Motivates students to arouse their interest in speaking						
4	Gives appropriate feedback to student						
5	Available for helping students						
6	Advise students not to be so much concerned with accuracy						
7	Encourages students to speak English						
8	Organizes students in groups						
9	Encourages students to correct each other						

Table 3 Students' responses for the challenges that they faced while learning speaking skill.

No	Statement	Alternatives					
	How much do you face these challenges during learning English speaking skills	Very high	High	Medium	Low	Very low	total
1	Pronunciation						
2	Vocabulary						
3	Using grammar						
4	Fluency of speaking in English						
5	Fear of making mistakes						
6	Lack of authentic exposure						
7	Cultural and linguistic differences between learners						
8	Limited speaking opportunities						

Appendix-C.

Gaaffannoo Barreeffamaa barattoota kutaa 11 mana barumsa Sadarkaa Lammaffaa Jenerral Waaqoo Guutuutiif qophaa'e.

Kabajamo barattootaa, Isin kan filatamtan odeeffannoo waa'ee adeemsa baruu barsiisuu keessattii akkaataa barsiisonni Afaan Ingilizii itti isin barsiisan waan gaafatamtan nuuf deebistu. Qorannoo kana kanan barbaadeef xumura barnoota digrii lammaffa hajjachuuf malee waan biraaf miti. Kanaaf odeeffannoon isin nuuf kennitan qulqulluu fi sirrii ta'uu qaba.

Odeeffannoowwan isin nuuf keennitan immoo iccitiidhaan kan eegamu ta'uu isaa qoratichi isiniif mirkaneesa. Kana jechuun gaafannoo keessatti maqaa keessan hin barreesitan.

Deeggersa nuuf taasiftaniifis immoo dursinee isin galateeffanna.

Gabatee -1; Sochiilee baruu fi barsiisuu Afaan Ingilizii keessatti deebii yeroo itti barattootni irratti hirmaataniif taasisan (✓)

Lakl.	Ibsa	B/olaanaa	Olaanaa	G/galeessaa	Gad aanaa	B/gad aanaa
	Barsiisaan afaan inglizii shakalaawwan dubbisuu yaalii dubbisuufi keessati isaan armaan gadii raawwaterraa					
1	Sochiilee shaakala/gahee taphachuu akka waliin Hjjatan					
2	Wal falmisiisuu					
3	Mala marii					
4	Diraamaa					
5	Mata duree gareedhaan irratti hirmaachuun danda’amu qopheessudhaan Yaadota fi qajeelfamota afaaniin kutatti himu					
6	Dhimoota gaafii kallatti nuqabsiisuun waa’ee keenya akka haasoofnu gochu.					
7	Waa’ee mataa keenyaa waltti himuun akka shaakallu ni taasiisu.					
8	Afoola tokko tokko akka dubbanu taasiisu					
9	Adaadduma fi walfakaatiinsa jiddu jiru argachu fakkowwan keessa ibsaalee walfakataniif kannen adda taasiisan baasuu					
10	Haasawaa tasa taasiisuu					
11	Sochilee odeeffannowwan walitti qabu					
12	Sochiilee rakkoo hiiku (hibboo) fayyadamu					

Gabatee 2.a Tarsiimoowwan armaan gadii hojiirra ooluufii ooluu dhiisuu barsiisaa mirkaneeffachuuf kan gargaaran

Lakl.	Ibsa	B/olaanaa	Olaanaa	G/galeessaa	Gad aanaa	B/gad aanaa
	Akka teekniika baruu barsiisuu irratti isaan armaan gadii ni fayyadamu					
1	Marii garee					
2	Hojiilee cimdiin hojjataman					
3	Teeknika gaaffii fi deebii					
4	Walii waliin marĩ'achuu					
5	Diraamaa					
6	Afoola haasawuu					
7	Tapha addaan dhi'eessuu					
8	Taphoota					
9	Gahee taphachuu/Rool pilaayii					
10	Haasawaa/dorgommi					

Gabatee 2.b Tarsiimoowwan armaan gadii hojiirra ooluufii ooluu dhiisuu barsiisaa mirkaneeffachuuf

Lakl.	Ibsa	B/olaanaa	Olaanaa	G/galeessaa	Gad aanaa	B/gad aanaa
	Barsiisuu keessatti barsiisan keessan afaan Ingliffa dubbachuu					
1	Dandeetti afaan Ingilizii dubbachuu akka barattotni danda'an tarsiimoo ni fayyadamaa					
2	Kanneen akka mallattolee fayyadamuun akka Barattotni baruu fi barsiisuu afaan Ingilizii keessatti dandeettii isaanii akka cimsatan tooftaalee ni keennaa					
3	Afaan haasawu barattota shaakalaan irratti hirmaachuu					
4	Kanneen barattotni irratti shaakalan kakaasuu ykn cimsuu					
5	Yeroo barattooni afaanichaan dubbachu shaakalan argaman gargaaruu					
6	Yeroo barattotni shaakala afaanichaan dubbachu taasiisan ykn isa booda yaada ijaarsa sirrii ta'ee keennuu ilaalchisee					
7	Yeroo shaakalaatti waa'ee sirrii dubbachuu irratti barattotni akka hin yaaddofne gochuu					
8	Akka barattotni kutaan alatti afaan Ingiliizii dubbatan jajjabeessuu					
9	Akka barattooni dogoggora ofii isaanii sirreessan jajjabeessuu					
10	Akka barattooni afaan harawaa walin baratan gareen ykn walitti lama lamaan hidhuun shaakalsiisuu					

Gabatee 3 Deebii barattoonni qormaata ogummaa dubbachuu yeroo baratan isaan mudataniif kennan.

Lak.	Hima	Flannoowwan					
	Yeroo ogummaa afaan Ingiliffaa barattu qormaata kana hangam si mudata	Baayyee ol'aanaa	Ol'aanaa	Giddugaleessa	Gadi aanaa	Baay'ee gadi aanaa	Waligala
1	Sagaleessuu						
2	Hiika jechootaa						
3	Caasluga fayyadamuu						
4	Afaan Ingiliffaatiin dubbachuu danda'uu						
5	Dogoggora dubbachuu sodaachuu						
6	Saaxila dhugaa ta'e dhabuu						
7	Garaagarummaa aadaa fi afaanii barattoota gidduu jiru						
8	Carraan dubbii daangeffame						

Appendix- D

Interview Questions for Teachers

Good morning/afternoon:

My name is -----, I came from Addis Ababa University to conduct research on the topic “Assessing the practice of teaching speaking skill the case of grade 11 students at General Wako Gutu Secondary School”.

First of all I would like to say thank you for your cooperation and willingness to my interview. Your genuine opinion or response has its own contribution to my study.

Therefore, I would like to say thank you again for sparing your valuable time.

1. Could you tell me the strategies you use to teach speaking in EFL class?
2. Could you tell me the technique you most frequently use to teach speaking skills and why?
3. How do you practice the group discussion or pair work in the EFL class?
4. How do you use the questioning and answering technique to teach speaking?
5. How do you use the group formation system when you teach speaking? Is it mixed group or the previously established group?
6. The techniques of speaking depicted in the student’s text book are many in number but, limited in variety could you use some other materials to fill the gap?
7. Why do you think the students are not interested in speaking?
8. What were the challenges that your students faced during teaching and learning speaking?
9. Do you give feedback for your students after the speaking lesson?