

ADDIS ABABA UNIVERSITY
COLLEGE OF SOCIAL SCIENCE AND HUMANITIES
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH

THE PRACTICE OF TEACHING SPEAKING SKILLS AT
AYERTENA SECONDARY SCHOOL

ABDISA GUYE ARSE

JULY, 2011

**The Practice of Teaching Speaking Skills at
Ayertena Secondary School**

**By
Abdisa Guye Arse**

A Thesis Submitted to the Department of English

**In Partial Fulfillment of the Requirements for the
Degree of Master of Arts in TEFL**

July 2011

ADDIS ABABA UNIVERSITY
COLLEGE OF SOCIAL SCIENCE AND HUMANITIES
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH
(GRADUATE PROGRAM)

The Practice of Teaching Speaking Skills at
Ayertena Secondary school

By
Abdisa Guye

Approved by the Examining Board

Name

Signature

Advisor

Examiner

Acknowledgements

I am indebted to Dr. Tamene Kitila who has given me considerable support as advisor of my research work without whom this paper would not have been completed. He planted the saplings of interest, motivation and braveness in me. Hence, he really deserves warm gratitude.

I also would like to thank Ayertena Secondary School for facilitating and creating conducive environment to conduct the research. The school also deserves gratitude for its material and manpower assistance in duplicating and arranging the questionnaires.

My special thanks also go to my friend Bedaso Turbe who has been usually with me in moral and financial aid during all the entire course of the study. Without his help, completing my MA would have been unthinkable.

I am grateful to Mr. Fiseha Motumma, an English instructor at Kotebe teachers' college, who has generously provided me with a number of necessary reference materials and valuable advice in writing the thesis.

Lastly but not the least, I would like to thank my family members for their invaluable support, advice and encouragement.

TABLE OF CONTENT

	Page
Acknowledgements.....	i
Table of content	ii
List of tables	v
Operational definitions of key terms	vi
Abstract.....	vii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	2
1.3 Objective of the Study	4
1.3.1 Main Objective.....	4
1.3.2 Specific Objective	4
1.4 Significance of the Study	4
1.5 Delimitation of the Study.....	5
1.6 Limitation of the Study.....	5
CHAPTER TWO	6
REVIEW OF RELATED LITERATURE.....	6
2.1 Speaking and Its Place in Language Teaching.....	6
2.2 The Role of Teachers in Teaching Speaking Skills	7
2.2.1 General Roles of Teachers.....	7
2.2.2.1 Elicitation Techniques	10
2.2.2.2 Techniques of Integrating Speaking with Other Skills.....	10
2.2.2.3 Techniques of Assessing Speaking Skills.....	12
2.2.2.4 Techniques of Responding to Learners Errors and Mistakes.....	13
2.2.3 The Role of Teaching Speaking Strategies	14
2.2.4 The Role of Developing Speaking Activities.....	16
2.3 The Role of Students in Learning Speaking Skills	20

2.3.1 Learning Strategies.....	22
2.3.1.1 Cognitive Strategies	23
2.3.1.2 Metacognitive Strategies.....	23
2.3.1.3 Socio-Affective Strategies	23
2.3.1.4 Communication Strategies	24
2.3.2 Learner Attitudes, Motivation and Self-Esteem	25
2.4 The Role of Teaching Learning Materials.....	27
CHAPTER THREE	31
RESEARCH DESIGN AND METHODOLOGY	31
3.1 Design.....	31
3.2 Sources of Data.....	31
3.3 Research Settings.....	31
3.4 Instruments of Data Collection	31
3.4.1 Tape and Video Recordings.....	32
3.4.2 Questionnaire.....	32
3.4.3 Classroom Observation.....	32
3.4.4 Interviews.....	33
3.5 Data Organization and Analysis	33
CHAPTER FOUR	34
DATA ANALYSIS AND INTERPRETATION	34
4.1 Students' Questionnaire	34
4.1.1 Teachers' Role Implementation	34
4.1.2. Techniques and Strategies used by the Teachers	37
4.1.2.1. Techniques	37
4.1.2.2. Strategies.....	40
4.1.3. Activities Developed by Teachers.....	43
4.1.4 Students' Role Implementation	44
4.1.5 Teaching Materials used by the Students.....	48

4.2 The Analysis of Classroom Observations.....	50
4.2.1 The Role of Teachers in Teaching Speaking Skills	50
4.2.2 The Role of Teachers in using Teaching Techniques	53
4.2.3 The Role of Teachers in Using Teaching Strategies	55
4.2.4 Activities Done in the Classroom	57
4.2.5 Students Role.....	61
4.2.6 Materials used by the Teachers.....	63
4.2.7 Classroom Organization/Arrangement.....	65
4.3 The Analysis of Recordings	66
4.4 The Analysis of the Interviews	70
4.4.1 Teachers’ Interviews	70
4.4.2 Students’ Interviews	72
CHAPTER FIVE	74
CONCLUSIONS AND RECOMMENDATIONS.....	74
5.1 Conclusions	74
5.2 Recommendations	76
Reference	
Appendices	
Appendix A: Questionnaire for Studnets	
Appendix B: Classroom Observation Checklists	
Appendix C: Guided Interview for Studnets	
Appendix D: Transcribed Interview Made with Studnets	
Appendix E: Gudied Interview for Teachers	
Appendix F: Transcribed Interviews Made with Teachers	
Appendix G: Transcribed Tape Recorded Data	

LIST OF TABLES

	Page
Table 1: Responses of students related to teacher's role implementation	34
Table 2: Responses of students to questions related to the kind of techniques used by the teachers	38
Table 3: Responses of students to questions related to the strategies used by the teachers	41
Table 4: Responses given by the students on the kind of activities they perform to learn speaking skills	43
Table 5: Responses given by the students to questions on their role implementation	45
Table 6: Students response to questions on the kind of materials they use	49
Table 7: Checklist for Identifying the Role of Teachers	50
Table 8: The Checklist for Identifying Techniques used by Teachers	53
Table 9: The Checklist for Identifying Strategies used by Teachers	55
Table 10: Checklist for Identifying Activities Developed by Teachers	57
Table 11: Checklist for Identifying the Role of Students	61
Table 12: The Checklist for Identifying the Materials Used	63
Table 13: The Checklist for Identifying Classroom Organization	65

Operational Definitions of Key Terms

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

Technique- is implementational activity which teachers use within a given method. It is a particular track, stratagem or contrivance used to accomplish an immediate objective (Anthony 1963: 63-7).

Approach- is a set of correlative assumptions dealing with the nature of language teaching and learning. It is axiomatic. It describes the nature of the subject matter to be taught (Anthony 1963: 63-7).

Method- is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. A method is procedural (Anthony 1963: 63-7).

Strategy- a plan or method for achieving language learning or teaching (Parrott 1993: 57).

Presentation- the stage when a teacher introduces something new to be learned (Nunan 1991:2).

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

Production- the stage teachers give the learners opportunities to work on their own (Nunan 1991:2).

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

Abstract

The main objective of this study is to describe the classroom practice of teaching speaking skills in government high schools, especially in grade nine. The researcher focused mainly on the teachers' role, students' role, the techniques and procedures used by the teachers, the resources used to teach speaking skills and the way students sit in the classroom.

To gather information on the above main objectives various instruments were used. These are: classroom observation, students' and teachers' interview, students' questionnaire, tape and video recordings.

The data were categorized and descriptively analyzed. The findings depicted that inappropriate speaking techniques and procedures were used in the mentioned grade level. Teachers were observed using the traditional way of teaching speaking which is dominated by reading model dialogues aloud. There has been little or no time given for the modern speaking skills teaching techniques such as group and pair discussions, oral report, drama, panel discussions and interviews.

The consequences of inappropriate speaking practices used has resulted in the weak performance of the students in of speaking. To that end, this research paper provides recommendations that could bring about a change in the practice of teaching and learning speaking in the grade level studied so that current techniques and procedures of teaching speaking could be employed.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

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

Scholars who have been able to see the important role of speaking in foreign language teaching have pointed out that the written language alone could not give the necessary competence in a foreign language as the students have been devoid of the sort of speaking skills which are highly valued within the educational system (Brown et al. 1984: 5). Teachers, too, have begun to give recognition to the learning potential the speaking skill has and hence have started to assign a certain place for it in their class activities. In fact, this has been noted and determined by the pattern of speech roles that the speaking skills set up, that is, as Haliday underlines,

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

It is interesting to note that speaking, though viewed by some people even today as a skill desirable in itself, its role as an essential equipment for learning other things is prized more greatly, and is getting the attention of researchers and teachers in the day-to-day teaching activity (Jones, 1993: 33). It is believed by many scholars to be the most natural way of learning a new language (Rivers, 1989: 110). At the same time, from the teachers practical activities and the research studies conducted concerning its importance and

place in language teaching-learning, it has come to be understood as a vehicle of language learning through which much language is learnt (Bygate, 1993: vii).

Generally, speaking is a means of socializing oneself with others in and outside the classroom (Richards, 1989; Brown et al. 1984), of increasing the students' confidence by reducing tension, and internalizing pronunciation, stress and intonation of a language (Rivers 1988; Oxford 1990). Hence, since it is central to classroom education and almost everything goes through it, teachers and researchers in language teaching/learning insist that putting a great effort is necessary to develop speaking competence (Brown et al. 1984: 10).

1.2 Statement of the Problem

Teaching speaking is a very important part of language teaching, since it enhances communicative efficiency. Just like the other skills it has its own goals. To achieve these goals, teachers need to use appropriate techniques in classrooms. Nunan (1991:1) emphasizes that it is important to have a clear understanding and a firm grasp of the wide range of techniques and procedures through which the oral ability can be developed. He recommends that these techniques and procedures are a way of accommodating language learning to the unfavorable environment of the classroom.

Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar or vocabulary, and to observe the social and cultural rules that apply in each communication situations.

However, the researcher of this study has recognized students who have faced difficulty even after completing high school in using speaking skills for real communication. They are, rather, forced to use their first language instead. From his personal experience, the researcher feels that the problem is also common among some university and college students. He believes that

ineffective learning might result from ineffective teaching. Therefore, he thinks that the role of teachers in developing speaking skills is very important.

Even though research has been conducted into the teaching of speaking skills internationally, very little has been done in Ethiopia. For example, Fasil (1992) and Tsegaye (1995) have conducted research on speaking strategies employed by secondary schools and college students respectively. Taye (2008), Tesfaye (2007) and Jenenew (2006) studied how oral skills are taught. Taye made a comparative study of televised and non-televised speaking skills teaching techniques. Jenenew made a survey on teachers' and students' role implementation in EFL speaking classrooms. But Tesfaye conducted research on communication strategies utilized by Omo TTI teachers in oral production of English. Nevertheless, none of these studies has revealed what the classroom practice of teaching speaking skills as a whole is like. So, the researcher believes that this area merits attention and should be researched. The study is hoped to bridge the existing research gap in our country in the area. The following basic questions are expected to be answered in the course of the study.

1. What techniques and strategies do teachers use to teach speaking skills?
2. What activities do teachers use (develop) to teach speaking skills?
3. What teaching materials (resources) do they use to develop activities?
4. Do students play their role to learn speaking?
5. What roles of teachers are implemented in the classroom?

1.3 Objective of the Study

1.3.1 Main Objective

The general objective of the research is to describe the classroom practice of teaching the speaking skills.

1.3.2 Specific Objectives

The specific objectives of this study are to:

- observe the techniques and strategies used by teachers to teach speaking skills.
- see what activities teachers use.
- identify the kind of materials (resources) teachers use to teach speaking skills.
- identify some problems in teaching and learning speaking skills, if there are any.

1.4 Significance of the Study

The findings of this study are hoped to have the following contributions:

- It can raise teachers' awareness of using appropriate techniques and strategies to teach speaking skills;
- It might provide valuable insight into the learners on what role they have to play in order to facilitate their learning;
- It may give clues to administrators and supervisors on how to assist teaching speaking skills;
- It may serve policy makers and curriculum designers as a starting material;
- It may also give hints to parents and school communities on the importance of giving necessary support to teaching and learning speaking skills because the researcher plans to put a copy of the study in the library.

1.5 Delimitation of the Study

The researcher believes that the study would have come up with more generalized results had it included many classes or schools throughout the country. However, due to factors such as distance, time and financial constraints, the study was conducted in Ayertena Secondary School at grade nine level. The school was chosen due to its geographical proximity to the researcher. The other reason is that it is one of the governmental schools where the researcher assumes the problem prevails.

1.6 Limitation of the Study

The fact that little or no research has been done in this area has created a problem; the research couldn't find enough research materials on the area.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews the literature related to the topic under study. It provides a theoretical background on the concept of teaching speaking skills. The role of the teacher, the teaching techniques and strategies, the activities developed by teachers, the role of the students, the resources used to teach speaking skills and the settings will be discussed in this part.

2.1 Speaking and Its Place in Language Teaching

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

However, speaking, despite its being the most difficult compared to the other skills, has been given little or no recognition in educational thinking and certainly it has not been considered as a vehicle of learning (Haliday, 1990: 96). It has been in many ways an undervalued skill which could perhaps be because we can almost all speak compared to writing and reading and so take the skill too much for granted, or due to the fact that speaking is transient and improvised, and can therefore be viewed as facile, superficial, or glib (Bygate 1993: vii).

Traditionally, therefore, for these and other reasons, the first task of teachers has been to ensure that children could read and write. In other words, as Haliday notes,

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

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

Speaking is a means of increasing the students' confidence, building a warm, uninhibited, confident, sympathetic relationship among the students and between the teacher and students. It is a means by which the students can see the practical and tangible value or use of the language as they speak and interact through it (Rivers 1985; Brown et al. 1989). It gives life to the classroom teaching learning process.

2.2 The Role of Teachers in Teaching Speaking Skills

2.2.1 General Roles of Teachers

Learner responsibility can develop if teachers allow more room for learner involvement (Scharle and Szabo, 2000). In autonomous learning, the teacher is a facilitator of learning, an organizer of learning opportunities, a resource person providing learners with feedback and encouragement, and a creator of the learning atmosphere and a learning space (Kohonen, et al, 2001: 40).

Nunan (1991) suggests that a number of factors should be considered in order to develop the speaking skills. He emphasizes the consideration of the size of the class, the arrangement of the classroom and the number of hours available for teaching the language. In addition to this he has written the role of the teacher as follows:

What, then, is your role as a language teacher in the classroom? In the first place your task, like that of any other teacher, is to create the best condition for learning. In a sense, then, you are a means to an end; an instrument to see that learning takes place. But, in addition to this general function, you have specific roles to play at different stages of the learning process (Nunan 1991: 1).

Furthermore, Nunan (Ibid) writes the role of the teacher at the presentation stage as informant-selecting the new material to be learned and presenting this in such a way that the meaning of the new language is as clear and memorable as possible. The role of the learners in this stage is listening and trying to understand. He mentioned that the teacher is the center of the stage, presenting the new language item systematically in an attractive way. He also warns not to spend too much time presenting.

At the practice stage, he assigns the teacher as the conductor and monitor. To him, at this stage it is the students who do most of the talking. The teacher's role is to devise and provide the maximum amount of practice (which is meaningful and memorable). The teacher is there to monitor the performance of the learners.

According to Nunan (Ibid) the role of the teacher at the production stage is to act as manager and guide/adviser. He has written his comment as follows:

... no real learning should be assumed to have taken place until the students are able to use the language for themselves, and unless opportunities are available for them to do outside the classroom, provision must be made as part of the lesson. At any level of attainment from elementary to advanced, the students need to be given regular and frequent opportunities to use language freely.. Thus, in providing the students with activities for free expression and in discreetly watching over them as they

carry them out, you take on the role of manager and guide (Nunan 1991:2).

Another important role cited by Nunan (Ibid) is motivation. He suggests that a teacher should motivate his students, arouse their interest and involve them in what they are doing. To do so, he mentioned some key factors that the teacher should do-the teacher's performance: his mastery of teaching skills, often dependent on careful preparation, his selection and presentations of topics and activities and his own personality (which language teaching must be flexible enough to allow him to be both authoritative and friendly at the same time).

Richards and Rodgers (1986: 24) point out that teacher's roles are related to the following issues:

- the types of functions teachers are expected to fulfill, e.g. whether that of practice director, counselor or model.
- the degree of control the teacher has over how learning takes place.
- the degree to which the teacher is responsible for content.
- the interaction patterns that develop between teachers and learners.

According to Breen and Candling (1980: 89-112), the teacher has three main roles in the communicative classroom. The first is to act as facilitator of the communicative process; the second is to act as an observer and learner. The third is he acts as a manager.

Nunan (1989) suggested the role of the teacher in terms of interactional patterns the teacher plays the part of ringmaster when he asks the questions (most of which are 'display' questions which require the learners to provide answers which the teacher already knows). But in the other kind of interaction, the learners have a much more active role. They communicate directly with each other, rather than exclusively with the teacher as in the first case and one student is allowed to take on the role of provider of content. During the

interaction it is the learner who is the 'expert' and the teacher who is the 'learner' or follower.

From all mentioned above, one can understand that the main concern of language teachers in the class is developing the ability of the students to use language for a variety of communicative purposes. In doing so, a teacher is expected to act as an informant, conductor, monitor, manager, guide/advisor, motivator, learner or follower.

2.2.2 The Role of Using Appropriate Techniques

To develop students speaking skills, the techniques and strategies employed by teachers are the important factors to be considered. Nunan (1991) states that it is important to have a clear understanding about the wide range of techniques and procedures through which oral ability can be developed.

2.2.2.1 Elicitation Techniques

Underhill (1987: 45-86) has identified twenty different elicitation techniques to teach speaking skills. Discussion, oral report, learner-learner joint discussion, role play, interview and learn-learner description/ re-creation are interesting techniques to be used by teachers to develop speaking skills.

In addition to the above mentioned techniques, one can also use form filling, appropriate response, question and answer, picture stories, instructions, re-telling stories, and translation to teach speaking skills. Lastly, Underhill (ibid) suggests the systematic use of dialogues, sentence correction and reading aloud as alternative teaching techniques to elicit speaking.

2.2.2.2 Techniques of Integrating Speaking with Other Skills

In integrated skills teaching/learning process, language skills should be sequenced and chained/unified within a frame work of a lesson or sequence of lesson (Atkins, Hailom and Nuru, 1996; Byrne in Johnson and Morrow, 1981).

There are different ways of unifying language skills around a common topic or task in lesson(s). However, according to Bill and Gower, cited in Tomilison (1998) and Mcdonough and Shaw (2003), the common and convenient skill integration pattern in a unit and lesson(s) is from receptive skills (listening and reading) to productive skills (Writing and speaking). Burgess (1994) also suggests the receptive to productive skills pattern of skills integration to be the 'best' method to unify skills. He says:

Skills can best be integrated in a model where practice of receptive skills of listening and reading leads into practice of the productive ones of speaking and writing. Such integration can be achieved through the use of a body of information the learners read or listen to, a discourse expressing the body of information and later reproduce at least some of its content in spoken and/or written language (Burgess, 1994: 309).

Accordingly, skills can be integrated around a topic in a lesson and taught in classroom in such a way that first, a listening passage may be provided for students. Then, the students may be asked to discuss the major issues in the listening text after they perform listening task(s). After this, the students may be asked to read an article which relates with the listening text they heard in the classroom and take a short note. In this way, and in many other instances, students could learn two or more language skills in a lesson or sequence of lessons (Byrne, in Johnson and Morrow, 1981).

On the other hand, a task may be used as a nucleus around which language skills could be organized in lesson(s) and taught in classroom. A jigsaw task, for instance, could be used to chain skills in lesson and teach in a classroom in such a way that first students could be asked to read disordered paragraphs and arrange them in their correct order. Then the students might be asked to discuss whether they accept the views in the passage or not. After this, the students could be asked to write a similar passage to the passage they

discussed. In this way, it is possible to unify speaking with other two or more skills at a time (Nunan, 1989; Parrott, 1993).

Consequently, English language teachers play crucial roles in helping students deal with the skills integration process. They should organize students into different groups and/or pairs, monitor students' involvement in skills learning process, advise students, participate in students group/pair discussion, if it is necessary, and so forth (Harmer, 1991, 2001; Edge, 1993; Hedge, 2000; Nolasco and Arthur, 1988; Oxford, 2001; Richard and Rodgers, 2001; Wright, 1989).

English language teachers are also responsible for planning, implementing and evaluating appropriate lesson(s) which reflect(s) integrated skills teaching. They are also responsible for adapting existing material(s) for integrated-skills teaching purpose, if it is necessary (Nolasco and Arthur, 1988; Oxford, 2001). In integrated skills teaching process, Oxford (2001) further advises English language teachers to identify the various ways of integrating language skills in a classroom, evaluate the extent to which skills are interdependently taught, choose and use appropriate teaching aids that promote the integrated teaching of language skills and teach language learning strategies that could enhance the performance in multiple skills.

2.2.2.3 Techniques of Assessing Speaking Skills

After the learner himself, the teacher is the person who has the most experience of the learner's speaking ability in the foreign language.

Underhill (1987: 27) claims that teacher assessment can be carried out either on the spot or as a continuous assessment over a period of time. According to him, a third possibility is to base the assessment on a specific period, for example, one week; during that period the teacher takes care to ensure that every learner has an equal opportunity to speak. In each case, the teacher will

use a rating scale. For a spot judgment, he recommends that there might be specific situations described to help focus the mind.

Underhill (Ibid) suggests that a teacher assessment will be based on a long term exposure to the learner's language, in a variety of activities and situations as follows:

For a continuous assessment, the teacher's judgment is formed as a gradual process rather than a sudden decision. Each time the learner attempts a task in class, the teacher has in effect, administered a single item test. The total of all these tests proficiency, and unlike a short oral test, will not be influenced by short-term individual variations such as nervousness, illness or fatigue on a particular day. A carefully kept teacher's record of his/her learner's daily oral performance will make an excellent cumulative oral test (Underhill, 1987: 27).

From this we can understand that speaking skills are better assessed in a continuous based than a single spot test. It has also been suggested that a teacher needs to keep his/her record of students' performance over a long period of time.

2.2.2.4 Techniques of Responding to Learners Errors and Mistakes

According to Parrott (1993), teachers can respond to learners' errors and mistakes in a number of ways as teaching speaking skills is concerned. Some of the techniques used to do this are listed below.

- Teachers can stop the student and either:
 - invite him to correct himself;
 - prompt him to correct himself by indicating the nature of the error or mistake or where it was in the sentence;
 - encourage other students to supply a 'correction';
 - supply a 'correction' himself.

- They can make a note of the error or mistake and draw attention to it at a latter stage individually or with the whole class.
- They can choose not to respond.

As the decision about how to respond to the students' errors and mistakes is concerned, there are factors teachers need to take into account, Parrott (Ibid).

- The student's purpose in speaking (was he concentrating on accuracy or on fluency?).
- The nature of the error or mistake (is this something the learner can correct himself?).
- The personality of the student (is he confident?).
- The ability of the student (is accuracy a priority for him?).
- The ease with which the error or mistake can be corrected.

Parrott (1993:70)

2.2.3 The Role of Teaching Speaking Strategies

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective teachers teach students speaking strategies: using minimal responses, recognizing scripts and using language to talk about language... that they can use to help themselves expand their knowledge of the language and their confidence in using it. These teachers help students learn to speak so that the students can use speaking to learn (Kohonen, et al, 2001: 40).

The language teacher aiming at training his students in using language learning strategies should learn about the students, their interests, motivations, and learning styles. The teacher can learn what language learning strategies students already appear to be using, observing their behavior in class. Do they ask for clarification, verification or correction? Do they cooperate with their peers or seem to have much contact outside of class with proficient foreign language users? Besides observing their behavior in class, the teachers

can prepare a short questionnaire so that students can fill in at the beginning of a course to describe themselves and their language learning. Thus, the teacher can learn the purpose of their learning a language, their favorite/least favorite kinds of class activities, and the reason why they learn a language. The teacher can have adequate knowledge about the students, their goals, motivations, language learning strategies, and their understanding of the course to be taught (Lessard-Clouston, 1997:5).

It is a fact that each learner within the same classroom may have different learning styles and varied awareness of the use of strategies. The teacher cannot attribute importance to only one group and support the analytical approach or only give input by using the auditory mode. The language teacher should, therefore, provide a wide range of learning strategies in order to meet the needs and expectations of his students possessing different learning styles, motivations, strategy preferences, etc. Therefore, it can be stated that the most important teacher role in foreign language teaching is the provision of a range of tasks to match varied learning styles (Hall, 1997:4).

In addition to the students, the language teacher should also analyze his textbook to see whether the textbook already includes language learning strategies or language learning strategies training. The language teacher should look for new texts or other teaching materials if language learning strategies are not already included within his materials (Hall, Ibid).

The language teacher should also study his own teaching method and overall classroom style. Analyzing his lesson plans, the language teacher can determine whether his lesson plans give learners chance to use a variety of learning styles and strategies or not. The teacher can see whether or not his teaching allows learners to approach the task at hand in different ways. The language teacher can also be aware of whether his strategy training is implicit, explicit, or both. It should be emphasized that by questioning himself about

what he plans to do before each lesson and evaluating his lesson plan after the lesson in terms of strategy training, the teacher can become better prepared to focus on language learning strategies and strategy training during the process of his teaching (Lessard-Clouston 1997:5).

The range of strategies can be seen in the following list from Rubin and Thompson's (1982: 165-168).

- Helping learners discover what ways of learning work best for them.
- Experimenting with different ways of creating and using language.
- Helping learners keep on talking and understand the general gist of texts, rather than every language item of them.
- Helping learners ask for error correction and help, and learn from the error they will make.
- Helping learners make comparisons with what they know about their own mother tongue, as well as building on what they have already learned in the new language, both in terms of formal rules and conventions for language use.
- Helping learners realize the relationships that exist between words, sounds, and structures, developing their capacity to guess and infer knowledge and out-of-class experience.
- Helping learners not to be so much concerned with accuracy that they do not develop the capacity to be fluent.

2.2.4 The Role of Developing Speaking Activities

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question (Nunan 1991: 5-7).

In contrast, as cited in Parrott (1993), the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding (Parrott 1993: 97-99).

Nunan, Harmer, Penny (1991); Parrott (1993); Stern (1983) and Brown (1980) have indicated that teachers need to incorporate a purpose and an information gap and allow for multiple forms of expression to create classroom speaking activities that will develop communicative competence. They emphasize that teachers need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Different language scholars propose different activity types. Prabhu (1987: 110-112) for example, proposed three different activity types in the Bangalore project. These are:

- Information gap activity, which involves a transfer of given information from one person to another, from one form to another, or from one place to another—generally calling for the decoding or encoding of information from or into language.
- Reasoning-gap activity, which involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationship or patterns.
- Opinion-gap activity, which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation.

Clark (1987: 238-239) proposes seven broad communicative activity types based on the communicative goal. He suggests, language programs, should enable learners to:

- solve problems through social interaction with others.
- establish and maintain relationships and discuss topics of interest through the exchange of information, ideas, opinions, attitudes, feelings, experiences and plans.
- search for specific information for some given purpose, process it, and use it in some way.
- listen to or read information, process it, and use it in some way.
- give information in spoken or written form on the basis of personal experience.
- listen to, read or view a story, poem, feature etc and perhaps respond to it personally in some way (for example, read a story and discuss it)
- create an imaginative text.

Pattison (1987: 68-75) also proposes seven activity types. These include questions and answers, dialogues and role plays, matching activities, communication strategies, pictures and picture stories, puzzles and problems, discussions and decisions.

The Clark and Pattison typologies are quite different. Clark focuses on the sorts of uses to which we put language in the real world, while Pattison has a much more pedagogic focus.

Parrott (1993: 201-202) has identified nine various activity types designed to help learners develop their oral fluency.

- Information gap-activities: students share ideas from each other through group work.

- Ranking activities: students are given a possible list of something so that they are asked to put in order through group discussion.
- Jigsaw activities: students work in groups. Each student in the group has different section of a text. Without showing the material to each other they have to decide on the order in which the sections occurred in the original and pool their knowledge to answer general questions about the text.
- Guessing activities: students work in small groups, one of the students in the group is given a situation. The other students have to discover the situation given to the student by asking questions to which the answer is 'yes' or 'no'.
- Problem-solving activities: the students work in groups. One of the students in the group is given a bizarre story and an explanation of the background. The students tell the rest of the group the story. The other students ask questions to try to discover the background.
- Role-play: are activities in which the learners play parts.
- Group discussion: are activities in which the learners discuss and come up with the result (reach up on the consensus).
- Project-based activities: are activities to perform certain tasks in order to use the language through them.
- Prepared monologues: In these kinds of activities each student is asked to prepare to talk about a hobby or personal interests for two to three minutes.

Parrott (Ibid) recommends that teachers can use a balanced activities approach that combines language input (teachers talk, listening activities, reading passages, and language heard and read outside the class), structured output (which focuses on correct form), and communicative out put (in which the main purpose is to complete a task) to help students develop communicative efficiency in speaking.

According to Parrott (Ibid), two common kinds of structured output activities are information gap and jigsaw activities. In both these type of activities, students complete a task by obtaining missing information-a feature the activities have in common with real communication.

Communicative output activities allow students to practice using all of the language they know in situation that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. Parrott (Ibid) cited that the most common types of communicative output activity are role plays and discussions.

2.3 The Role of Students in Learning Speaking Skills

Besides the teacher's role, students play a great role in assigning teaching speaking skills. They are expected to participate in teaching-learning process in different ways.

One of the most important outcomes of the movement towards more communicatively oriented language learning and teaching has been the enhancement of the role of the learner in the language learning process (Wenden, 1991: xi). Cotterall and Crabbe (1999) believe that in formal educational contexts the most successful learners are autonomous (they accept responsibility for their learning; they constantly reflect on what they are learning, why they are learning, and with what degree of success of learning).

Scharle and Szabo (2000) point out that autonomous learners are those who accept the idea that their own efforts are crucial to progress in learning language and behave accordingly. When doing their homework, or answering a question in class, they are not aspiring to please the teacher, or to get a good mark. They are simply making an effort in order to learn something. They are willing to cooperate with the teacher and other in the learning group for every one's benefit (Ibid).

Hedge (2000: 76) agrees that an autonomous learner is one who is self motivated, one who takes the initiatives, one who has a clear idea of what he/she wants to learn and one who has his/her own plan for pursuing and achieving his goal. She also characterized autonomous learners as those who:

- know their needs and work productively with the teacher towards the achievement of their objectives.
- learn both inside and outside the classroom.
- can take classroom based material and can build on it.
- know how to use resources independently.
- adjust their learning strategies when necessary to improve learning.
- manage and divide the time in learning properly.

Within the context of education, Wenden (1991) also characterized autonomous learners as those who are motivated to learn, good guessers, choosing material, methods and tasks, selecting the criteria for evaluation, taking an active approach to the task and willing to take risks (Wenden 1991: 41-42).

Furthermore, Dickinson (1995: 127) characterizes autonomous learners as ‘those who have the capacity for being active and independent in the learning process; they can identify goals; formulate their own goals, and can change goals to suit their own learning needs and interests; they are able to use learning strategies, and monitor their own learning’.

Kohonen et al. (2001: 36-37) insists that learners need to develop the following kinds of capacities:

Confidence: sense of control and mastery of one’s body, behavior and the world.

Curiosity: desire to find out about things.

Intentionality: capacity to work with persistence and develop a sense of competence.

Self-control: ability to modulate and control one’s action appropriately.

Relatedness: ability to engage with others.

Communication: ability to exchange idea, feelings and experiences with others developing trusts in others.

Cooperation: balancing one's needs with those of others in group situations.

However good a teacher may be, students will never learn a language unless they aim to learn outside as well as during class time. This is because language learning is too complex to learn in a classroom (Harmer 2001). Besides, she claims that to compensate for the limits of classroom time and to counter the problem of learning language, students need to develop their own learning strategies so that as far as possible they have to be autonomous learners. To develop their autonomy, teachers need to facilitate learners to increase their self understanding and awareness of themselves (Kohonen et al, 2001).

2.3.1 Learning Strategies

Many researchers have defined the term language learning strategy. Richards and Platt (1992: 209) define it as "... intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information". Wenden (1991: 18) further defines it as, "mental steps or operations that learners use to learn a new language and to regulate their efforts to do so." These definitions inform us that learning strategies are essential in learning a language. Therefore, learners have to be trained on how to use them to be autonomous.

Cohen (2007) notes that; the most effective way to improve learner awareness is to provide strategies as part of the foreign language curriculum. Recent research findings have shown that language strategies have an important role in making language use. They assist learners to grow into a more skillful and more capable of self directed learning (Wenden and Rubin 1987, O'Malley and Chamot 1990; Oxford, 1990). Besides, Wenden (1991) claims learning

strategies are a type of learner training content that need to be incorporated in lesson plans to foster learner autonomy.

Many scholars (Wenden and Rubin, 1987; O'Malley and Chamot, 1990; Oxford, 1990; Stern, 1992; Ellis, 1994, etc) have classified language-learning strategies. However, most of these attempts to classify language-learning strategies reflect more or less the same categorizations of learning strategies without any radical changes. Hedge (2000) puts forward four types of learning strategies used by good language learners. These are:

2.3.1.1 Cognitive Strategies

Hedge (2000: 77) defines cognitive strategies as “thought processes used directly in learning which enable learners to deal with the information presented in tasks and materials by working on it in different ways”. They operate directly on incoming information, manipulating it in ways that enhance learning (O'Malley and Chamot, 1990). Cognitive strategies include repetition, resourcing, grouping, note taking, deduction induction, substitution, elaboration, summarization, translation, transfer and inference.

2.3.1.2 Metacognitive Strategies

Metacognitive strategies involve planning for learning, thinking about learning and how to make it effective, self monitoring during learning, and evaluation of how successful learning has been after working on language in some way (Hedge, 2000: 78). In addition, Wenden (1991: 34) states “metacognitive knowledge include all facts learners acquire about their own cognitive processes as they are applied and used to gain knowledge and acquire skills in varied situations”.

2.3.1.3 Socio-Affective Strategies

According to Oxford (1990) cited in Williams and Burden (1997: 152), “affective strategies, are concerned with the learner’s emotional requirements such as confidence, while social strategies lead to increased interaction with the target

language”. In other words, Hedge (2000) confirms that socio-affective strategies are those, which provide learners with opportunities for practice. For example, it includes initiating conversations with native speakers, using other people as informants about the language, collaborating on tasks, listening to the radio or watching TV program in the language or spending extra time in the language laboratory (Ibid). They are related with social mediating activity and transacting with others.

Some of the strategies are:

- Questioning for clarification: asking for explanations, verification, rephrasing, or examples about the material; asking for clarification or verification about the task; posing questions to the self.
- Cooperation: working together with peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.
- Self-talk: reducing anxiety by using mental techniques that make one feel competent to do the learning task.
- Self-reinforcement: providing personal motivation by arranging reward for one self when a language activity has been successfully completed.

2.3.1.4 Communication Strategies

This category is sometimes included in the framework of learner strategies. When learners use gesture, mime, synonym, paraphrases, and cognate words from their first language to make themselves understood and to maintain a conversation, despite the gaps in their knowledge of the second language, they are using communication strategies (Hedge, 2000: 78-79). The value of these is that they keep learners involved in conversations through which they practice the language (Ibid).

2.3.2 Learner Attitudes, Motivation and Self-Esteem

Language learning is not simply a cognitive task. Learners do not only reflect on their learning in terms of the language input to which they are exposed, or the optimal strategies they need in order to achieve the goals they set. Rather, the success of a learning activity is, to some extent, dependent up on learners' carriage towards the world and the learning activity in particular, their sense of self, and their desire to learn (Benson and Voller, 1997: 134-136). In other words, language learning as well as learning in general has an affective component. Some of it is attitudes, motivation and self-esteem.

Wenden (1991: 52) defines attitudes as “learned motivations, values beliefs, evaluations, what one believes is acceptable, or responses oriented towards approaching or avoiding”. For Wenden, two kinds of attitudes are crucial: attitudes learners hold about their role in the learning process and their capability as learners (Ibid). Besides, she argues learner beliefs about their role and capability as learners will be shaped and maintained by other beliefs they hold about themselves as learners (Ibid).

For example, if learners work under the misconception that learning is successful only within the context of the “traditional classroom” where the teacher directs, instructs and manages the learning activity and students must follow the teacher's example, they are likely to be resistant to learner-centered strategies aiming at autonomy, and success is likely to be undermined. Generally, attitudes are part of one's perception of self, or others, and of the culture in which one is living and it is clear that positive attitudes are conducive to increase motivation, while negative have the opposite effect (Brown 1987: 126).

The term ‘motivation’ is frequently used in educational contexts; however, there is little agreement among experts as to its exact meaning (Thanasoulas, 2007). What most scholars agree on is that motivation is “one of the key factors that

influence the success of second or foreign language learning. Motivation provides the primary force to initiate learning the L₂ and later the driving force to sustain the long and often tedious learning process (Dornye, 1998: 117). In addition, Gardner and MaCintyre (1993: 3) point out that motivation comprises of three components: desire to achieve a goal, effort extended in this direction and satisfaction with the task.

Learner motivation has become the major determining factor for successful learning and there is an important distinction between instrumental and integrative motivation. Learners with an instrumental orientation view the foreign language as a means of finding a good job or pursuing a rewarding career, in other words, the target language acts as a monetary incentive. On the other hand, learners with an integrative orientation are interested in the culture of the target language; they want to acquaint themselves with the target community and become part of it (Thanasoulas, 2007). Motivation is a prerequisite for learning and responsibility development. However, for learner autonomy we need to encourage intrinsic motivation, the source of which is some inner drive or interest of the learner. Intrinsically motivated learners are more able to identify with the goals of learning and that makes them more willing to take responsibility for the outcome (Scharle and Szabo, 2000: 7).

Closely related to attitudes and motivation is the concept of self-esteem, which is the evaluation the learner makes with regard to the target language learning in general (Thanasoulas, 2007). Self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself (Brown, 1987: 101-102). If the learner has a strong sense of self, his relationship to himself as a learner is unlikely to be marred by any negative assessments by the teacher. Conversely, a lack of self-esteem is likely to lead to negative attitudes towards his capability as a learner, and to deterioration in cognitive performance (Wenden, 1991: 57).

The sum up, we have examined some of the factors that may enhance or militate against the learner's willingness to take charge of own learning and confidence. Therefore, we have to consider possible ways of promoting learner autonomy. Learners to be responsible for their learning, they need to develop the skill to use language learning strategies effectively and efficiently; they need to have positive attitude towards autonomous learning, and lastly, they need to use every opportunity to learn the language. These efforts can be effective if teachers and students are responsible in practicing autonomous learning.

2.4 The Role of Teaching Learning Materials

Teaching materials play a crucial role in teaching-learning. For example, course books/text books can provide detailed specifications of content; give guidance to teachers on both the intensity of coverage and amount of attention demanded by particular content or pedagogical tasks.

According to Richards and Rodgers (1986) the primary goal of material is to make classroom activities as meaningful as possible by supplying the extra linguistic context that helps the learner to understand and there by to acquire, by relating classroom activities to the real world, and by fostering real communication among the learners (Richards and Rodgers, 1986: 138-9).

McDonough and Shaw (1993: 9-10) also suggest about the need on the institutions and the specific programme for which the material is intended. This would include level within the educational system, time available, class size, physical environment, additional resources available (cassette recorder, video recorder, overhead projector, models, diagrams, charts, flash cards, wall charts etc.).

Brumfit (1979) argues that although textbooks can help teachers, many of them don't and that even the best textbooks take away initiative from teachers by implying that there is somewhere an 'expert' who can solve problems for the

teacher and individual students on teacher dependence and the deskilling effect of course books. The answer, Brumfit suggests, lies in resource packs, sets of materials with advice to teacher on how to adapt and modify the contents (Brumfit, 1979: 30). This idea is developed by Allwright (1981), who demonstrates convincingly by reference to goals, content, method and guidance that the management of language learning is far too complex to be satisfactory catered for by a pre-packaged set of decisions embodied in teaching materials (Allwright 1981: 9).

Cunningsworth (1979), Hutchinson and Torres (1994), take the same view as Brumfit that a course book is a convenient aid. Their view is that teachers must use their judgment in deciding which parts of the books to use and how to use them.

Acklam (1994: 135) claims that the needs of a specific class of learners can never be perfectly met by a single course book, even when the course book has been carefully designed to cater for the needs of learner in that context. He suggests supplementation which means adding something new, stems primarily from the recognition of a deficit: it is an attempt to bridge the gaps between the course book and the demands of a public examination, or a course book and students needs. He recommends a number of ads-on (cassettes, workbook, reader, and so on) in the case of deficit.

As mentioned in Acklam (Ibid) a teacher needs to check if there is enough pronunciation work, enough authentic listening material and variety, enough speaking and variety of speaking activities. Above all, he/she is expected to identify whether there are a good variety of freer practice activities.

From all mentioned so far, we can understand that a teacher is responsible for adapting the textbook according to the learners' need, interest, knowledge and language skills.

2.5 The Role of Classroom Sitting Arrangement (Setting)

Setting refers to the classroom arrangements specified or implied on the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom (Nunan 1989: 92-93).

In their discussion of listening tasks, Anderson and Lynch (1988:99) suggest as follows:

One aspect of the classroom listening context that is independent of the language input is the decision whether to adopt a format of group or individual work. The same message can be played either to individual listeners or to group or discussion.

Nunan (1985: 93) distinguishes between two different aspects of the learning situations. He refers to those as 'mode' and 'environment' as follows:

Learning mode refers to whether the learner is operating on an individual or group basis. If operating on an individual basis, is the learner self paced but teacher directed, or self directed? If the learner is operating as part of a group, is the task for mostly whole class, small group or pair work? Environment, which is closely connected with mode, refers to where the learning actually takes place. It might be a conventional classroom in a language center, a community class, an industrial or occupational setting, a self-access learning center and so on.

Stevens (1987: 171) suggests that tasks which use the community as a resource have three particular benefits:

- they provide learners with opportunities for genuine interactions which have a real-life point to them;
- learners can adopt communicative role which bypass the teacher as intermediary;

- they can change the in-class role relationships between teacher and pupils.

From the explanation made until now, the classroom arrangement (individual, pair, small group or whole class) has got its own contribution for learning speaking skills. The more learners work together, the better they learn speaking skills (Nunan 1991: 15-16).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Design

This is a descriptive study. Since the study is mainly concerned with describing what is actually being practiced by language teachers to teach speaking skills, this method is preferred over others. Moreover, the researcher felt that it would enable him to have access to multiple instruments of gathering information.

3.2 Sources of Data

The main sources of data were teachers and students. Two English teachers, who have similar educational background and experience, were selected by the English department head of the school. They were used as respondents to give the information needed for the study. Out of 915 students (18 sections) of grade 9, 104 students (2 sections) taught by the selected teachers were also used to give the data needed for the research.

3.3 Research Settings

The study was conducted at Ayertena Secondary School, which is found in the southern suburb of Addis Ababa. The school was chosen for its proximity to the researcher.

3.4 Instruments of Data Collection

The researcher mainly used tape and video recordings because it is through these instruments that the descriptive research method is better analyzed. To increase the reliability of the data gathered through recordings, the researcher used both teachers' and students' interviews, students' questionnaire, and classroom observations.

3.4.1 Tape and Video Recordings

The tape-recordings were used for the study (especially for classroom observation and interview). To increase the reliability of the data, video-recordings were also used as an alternative method of data gathering tool (see the transcribed tape recorded data in the Appendix).

3.4.2 Questionnaire

The researcher contacted the school director on 16 March, 2011. Through the director of the school, the researcher met with the English department head and discussed how to conduct the research. The head for English chose two teachers who have similar educational status and experience. The next day, 17 March, 2011, discussion was held with the selected teachers and students of one section from grade 9 (55 students) for whom one of the selected teachers teaches, were made to fill 60 pilot questions. Then the students were asked to give comment on the questionnaire. Based on the obtained comments some of the questions were revised and amended. Certain words that were difficult were simplified. In addition, some long sentences were made shorter. The number of questions was also limited to only fifty. In addition, some technical words and expressions were translated into Amharic and attached with the English versions (see the Appendix). But the respondents were advised to fill only the English part. The revised and amended questions were administered to other two sections of grade 9 students, where similar teachers teach, on 1 April 2011. From the total of 104 questionnaires administered to students of both sections (51 and 53), 101 were returned of which 6 were incomplete. So, the researcher discarded the incomplete ones and considered only 95 students in the analysis.

3.4.3 Classroom Observation

Classroom observation was another important tool used to gather data in the classroom. Twelve successive observations were made between 16 April and 25 May 2011. The number of observations made in a week was only two because

the teachers teach speaking skills as scheduled according to the textbook activities, which is taught once a week. All the parts focused in the questionnaire were also observed in the classroom, based on the checklist prepared (see the Appendix).

3.4.4 Interviews

The two teachers, whose students filled the questionnaire, were interviewed about their experience of teaching speaking skills. Five semi-structured questions were asked on the type of activities they develop, the kind of materials they use to develop activities, the techniques and strategies they use, and their role in implementation.

Twelve students were also selected from both sections by their teachers, on the basis of their educational status (speaking performance-low, medium, and high). The students were interviewed about their experience of learning speaking skills. They were also asked five semi-structured questions about the activities they usually do in the classroom, the techniques used by the teachers, the kind of strategies they use to develop the skills, and the role of the teacher in the classroom. The selected students and the teachers were interviewed on 7 June, 2011 and 8 June, 2011, respectively.

3.5 Data Organization and Analysis

The data obtained through the questionnaire were organized under similar category and analyzed quantitatively by using tabular method and frequency. The total number of students that answered the given question under the corresponding column was calculated out of 95 and changed into percentages by multiplying it with 100. But the data gained through interviews, classroom observations and recordings were analyzed qualitatively. They were transcribed and summarized.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Students' Questionnaire

4.1.1 Teachers' Role Implementation

In the following, respondents were asked to report about their teachers' role implementation. Their responses are presented in the table below.

Table 1: Responses of students related to teachers' role implementation

No	Item		Very high (5)	High (4)	Average (3)	Low (2)	Very low (1)	Total
1	arranging and organizing your group discussion.	Fre		5	10	56	24	95
		%		5.26	10.53	58.94	25.26	100
2	presenting the new language you need to practice in speaking systematically and meaningfully.	Fre			15	38	42	95
		%			15.78	40	44.21	100
3	giving you chances to participate in speaking activities.	Fre		2	14	48	31	95
		%		2.11	14.74	50.53	32.63	100
4	encouraging you to say something in English.	Fre		12	28	38	13	95
		%		12.36	24.47	40	13.8	100
5	giving you appropriate amount of practice.	Fre		6	10	42	37	95
		%		6.13	10.53	44.21	38.95	100
6	monitoring your performance to see that it is satisfactory.	Fre		6	22	46	21	95
		%		6.13	23.16	48.42	22	100
7	guiding and supervising you during your group/pair discussion.	Fre		6	14	46	29	95
		%		6.13	14.74	48.42	30.53	100
8	providing you with activities for free expressions.	Fre		2	4	48	41	95
		%		2.11	4.21	50.53	43.16	100
9	teaching you speaking strategies.	Fre		3	5	43	44	95
		%		3.16	5.26	45.26	46.32	100
10	advising you to use your strategies to learn speaking.	Fre		4	6	49	38	95
		%		2.11	6.31	51.58	40	100

From the total of 95 students who gave responses to the role of teachers in arranging and organizing group discussion, only 5 (5.26%), and 10 (10.53) answered 'high' and 'average', respectively. But the majority of the respondents 46(48.42%) and 24(25.26%) replied that the role of their teachers is 'low' and 'very low' in the order given above. This indicates that almost three fourth of the respondents (75%) agreed that teachers conduct group discussions only occasionally. The classroom observation and recorded data also revealed that the teachers gave little attention to group work. Both of the teachers said that they could not play active role here due to the fact that there was not conducive environment in the classrooms. They reported large class size and uncomfortable seats among factors that constrain to arrange and organize group discussions.

Concerning the function of the teachers in presenting the new language items students need to practice in speaking, only 15(15.78%) of the respondents answered that the teachers play 'average' role. However, the majority of the students 38 (40%) and 42(44.21%) reported that the action of the teachers, in this aspect, is limited to 'low' and 'very low' respectively. The classroom observations and both tape and video-recorded data also showed that the teachers introduced the language items students need for practice in a more traditional way mainly through explanation. Though, Nunan (1991:1) assigns the teacher in this stage as informant, who selects the new material to be learned and presents in such way that the meaning of the new language is as clear and memorable as possible.

Regarding giving the learners chances to participate in speaking activities, only 2 (2.11%) and 14 (14.74%) of the respondents answered 'high' and 'average' respectively. But the majority of them 48 (50.53%) and 31 (32.63%) said that their teachers role is 'low' and 'very low' in the respective order. In addition to the data presented above under arranging and organizing group discussion, the other tools also showed that students rarely participate in different

activities in the classroom. From the personal interviews data, students said that only very few students take part in speaking activities. The classroom observations and the recordings also showed similar results.

As far as encouraging students to speak in English is concerned, despite the fact that Kohonen et al. (2001:40) recommended, the data showed that only 12 (12.36%) of the respondents replied 'high' to the teachers' actions to the point under discussion. The other respondents 28 (24.47%), 38(40%) and 13(13-68%), replied 'average', 'low' and 'very low'. As the interview data reveals, the teachers admitted that they only advise students to speak English either in the class or out side the classroom. However no teacher replied that he/she approved while the students spoke or not. From the students interview data it could be analyzed that the students were not encouraged properly to speak English. One of the respondents said; "...but she have to motivate us even to talk with English anywhere. She did not do that."

Asked if the students were given with appropriate amount of practice or not, only 6 (6.13%) of the respondents answered that the teachers play high role in this regard. But the other respondents 10 (10.53%), 42 (44.2%) and 37 (38.95%) replied that their teachers duty as this points is concerned, is limited to 'average', 'low' and 'very low' respectively. The classroom observations and the recorded data also showed that the role of teachers was highly limited to explaining the lesson. The students were hardly observed being involved in the practices contrary to Nunan (1991) suggestions. He comments that at this stage it is the students who do most of the talking through practice activities (Nunan 1991:1).

The responses students gave for the role of the teachers in monitoring the performance of the learners is that only 6 (6.13%) replied 'high', the others 22 (23.16%), 46 (48-42%) and 21 (22%) answered 'average', 'low' and 'very low' respectively. Both of the teachers answered that as discussed above, due to

large class size and classroom environment, it would be difficult to monitor students speaking performance in a continuous manner, even though Underhill (1987:27) suggests the application of it.

Regarding the role of teaching speaking strategies, only 8 students (3 and 5) replied 'high' and 'average' respectively. But almost all the students 43 (45.26%) and 44 (46.32%) answered 'low' and 'very low' in the given order. The teachers also said that they advise students to use English but they admitted that they rarely teach speaking strategies.

Generally, responses of the majority of students and teachers, classroom observations and recordings indicate that the role of teachers in developing speaking skills was found to be low.

4.1.2. Techniques and Strategies used by the Teachers

4.1.2.1. Techniques

As it has been discussed in the previous chapter, besides the general classroom role, teachers have specific functions at different stages of the learning process (Nunan 1991:1). To identify those specific roles (Techniques and Strategies), seventeen questions were asked (ten for techniques, and seven for strategies).

Table 2: Responses of students to questions related to the kind of techniques used by the teachers

No	Item Techniques used:		Always (5)	Usually (4)	Sometimes (3)	Rarely (2)	Never (1)	Total
1	Group discussion	Fre			42	53		95
		%			44.21	55.78		100
2	Dialogues /conversation	Fre	55	36	4			95
		%	57.89	37.89	4.21			100
3	Questions and Answers	Fre	85	10				95
		%	89.47	10.53				100
4	Translation /interpretation	Fre	41	52	2			95
		%	43.16	54.74	2.11			100
5	Instruction	Fre	33	48	14			95
		%	34.73	50.52	14.73			100
6	Panel Discussion and debating	Fre			16	79		95
		%			16.84	83.15		100
7	Oral report	Fre			2	93		95
		%			2.11	97.89		100
8	Story telling	Fre			35	60		95
		%			36.84	65.23		100
9	Interview	Fre					95	95
		%					100	100
10	Role play and drama	Fre			4	91		95
		%			4.21	95.78		100

As it can be seen from the table above, 42 (44.21%) responded that the teachers use discussion method sometimes. But more than half of the students (53 or 55.78%) answered that this technique was rarely used in their classrooms. The data from teachers and students' interview also depicted that teachers use questions and answers, dialogues and instructions for most of the time. The classroom observations and recordings also showed that teachers use group discussion methods very occasionally. From the total of twelve successive classroom observations, the first teacher used them twice while the other one used them only once.

Regarding dialogues /conversation, almost all the students 55 (57.89%) and 36 (37.89%) replied that it was the kind of a method teachers used 'always' and 'usually' in the order given above. Only 4(4.21%) of the respondents said that they used it sometimes. As mentioned above, the data from other tools (classroom observations, recordings, interviews) also indicated that reading dialogues is a dominant technique used in the classroom. For example, both teachers used it during all their classroom observation sessions (see the Appendix). From students' interview, all the students said that reading dialogues is the most applied technique of learning speaking skill. One student said, '...most of the time we read the dialogue one by one'.

As far as questions and answer technique is concerned, 85(89.47%) of the respondents answered that teachers always use the method. But the remaining 10 (10.53%) said that they 'usually' used it. All the other data gathering instruments also showed similar results. The teachers and students said that it was one of the frequently used techniques, together with dialogues and instruction methods. The classroom observations also indicated that both teachers used this technique during the entire sessions of the visit.

Concerning translation /interpretation, the data depicted that 41(43.16%) and 52 (54.74%) of the respondents, almost all the students, replied that the teachers used it 'always' and 'usually' in the order given above. Only 2(2.11%) of the total students answered 'sometimes.' From the classroom observations and recordings, it could also be seen that teachers used 'Amharic' to teach English speaking skills.

Asked if instruction was used or not, 33(34.73%), 48 (50.52%) and 14 (14.73%) answered 'always', 'usually' and 'sometimes' respectively. The observations and the recordings also showed that it was one of the techniques frequently used in the classroom (see the Appendix).

Regarding panel discussion and debating, only 16(16.84%) of the respondents replied 'sometimes', but the majority of the students 79 (83.15%) reported that the teachers 'rarely' used them. From the class observations and recordings data, the teachers were rarely seen using the technique mentioned above.

Concerning oral report and role play /drama/ technique, almost all the respondents (more than 90 students) answered that the teachers 'rarely' use it yet the rest 5 students (5.13%) stated that they 'sometimes' used them to teach speaking skills.

All the students reported that teachers never used interview method to teach speaking skills. The other specified tools also showed that teachers never used interview method to develop students speaking abilities.

Generally, as revealed in the data, the majority of the students answered that teachers used dialogues, questions and answers, instruction and translation/ interpretation techniques for most of their speaking classes. This indicates that teachers did not consider the balanced activities approach recommended by Parrott (1993: 201) to develop the fluency of their learners.

4.1.2.2. Strategies

To see the extent students agree or disagree with the strategies teachers use to teach speaking skills, seven questions were asked. The responses students gave are presented in the table below.

Table 3: Responses of students to questions related to the strategies used by the teachers

No	Item		Strongly disagree (1)	Disagree (2)	undecided (3)	Agree (4)	Strongly agree (5)	Total
1	helps me discover what ways of learning work best for me in developing speaking skills.	Fre	75	10	5	5		95
		%	78.94	10.53	5.13	5.13		100
2	experiments me with different ways of using language (games, different arrangement of words and etc).	Fre	82	12	1			95
		%	86.31	12.63	1.05			100
3	helps me keep on talking through teaching me speaking strategies such as using gestures.	Fre	77	13		5		95
		%	81.05	13.68		5.13		100
4	helps me find quick ways of recalling what I have learned by using rhymes, particular contexts and personal experiences.	Fre	86	7		2		95
		%	90.52	7.36		2.11		100
5	helps me ask for error correction.	Fre	92	3				95
		%	96.84	3.15				100
6	encourages me to speak English outside the classroom.	Fre	81	11		3		95
		%	85.26	11.57		3.15		100
7	helps me not to be so much concerned with accuracy.	Fre	74	12	1	8		95
		%	77.89	12.63	1.05	8.42		100

Asked if the teachers helped the students discover what ways of learning work best for them in developing speaking skills, the majority of the students 75(78.94%) and 10 (10.53%) replied ‘strongly disagree’ and ‘disagree’ respectively. But the remaining 5(5.26%) and other 5 (5.26%) answered ‘undecided’ and ‘agree’ to the question. Both teachers answered that they did little in teaching speaking strategies except advising them and giving tutorial classes for the students.

Regarding experimenting students with different ways of using language, almost all the students 82 (86.31%) and 12 (12.63%) replied 'strongly disagree' and 'disagree' respectively. Only one student answered 'undecided'.

Concerning helping students keep on talking through teaching them speaking strategies, almost all the students 77 (81.05%) and 13 (13.68%) replied 'strongly disagree' and 'disagree' respectively. But the rest 5(5.26%) answered 'agree' to the question. The classroom observation and recordings also showed that the students were rarely seen using different strategies while speaking in English. A part from video recording, a student started telling a story in English and gave up in the middle while she was trying to look for the right word to express the incident she was telling about. She could have used body motions like gestures or synonymous words, instead, to express the meaning.

As far as helping students ask for error correction is concerned, almost all the respondents 92(96.84%) strongly disagreed with the statement; the rest 3 (3.15%) of the students also answered 'disagree' to the question. The classroom observations and the recordings also showed that students were not observed asking for error correction to either their teachers or their classmates. The teachers were also not seen teaching their students to ask for error corrections (see the Appendix).

Concerning helping students not to be so much worried about accuracy, 74 (77.89%) strongly disagreed, 12 (12.63%) disagreed, and 1 student replied 'undecided'. But the rest 8 (8.42%) agreed to the statement. Even if Rubin and Thompson (1982: 165) recommend the priority of fluency to accuracy for speaking skills development, from the classroom observations and recordings teachers were seen giving due attention to correcting language items-grammar and pronunciations. This also indicates that students did not take risk in speaking the language lest they made faulty pronunciation or grammar error.

4.1.3. Activities Developed by Teachers

To see what kinds of activities are given to the students, 10 questions were asked and the responses are presented in the table below.

Table 4: Responses given by the students on the kind of activities they perform to learn speaking skills

No	Questions		Always (1)	Usually (2)	Sometimes (3)	Rarely (4)	Never (5)	Total
1	Information gap activities such as sharing ideas with each other?	Fre			12	55	28	95
		%			12.63	57.89	29.47	100
2	problem solving activities (puzzles)?	Fre			5	35	55	95
		%			5.26	36.84	37.89	100
3	role play activities (taking the role of others and acting)?	Fre			3	68	24	95
		%			3.16	71.57	25.26	100
4	group discussions?	Fre			18	77		95
		%			18.94	81.05		100
5	project based activities (performing certain tasks to learn speaking)?	Fre				10	85	95
		%				10.53	89.47	100
6	prepared monologues (in which each of you is asked to prepare to talk about a hobby or personal interest for two or three minutes)?	Fre			15	73	7	95
		%			15.78	76.04	7.36	100
7	drills (dialogues) in which one person asks a question and another gives an answer?	Fre	42	48	5			95
		%	44.21	50.52	5.26			100
8	opinion gap activities, which involve identifying and articulating personal feeling or attitude?	Fre				5	90	95
		%				5.26	94.73	100
9	reasoning gap activities in which you give reasons?	Fre			12	24	59	95
		%			12.63	25.26	62.10	100
10	activities of picture stories?	Fre			16	79		95
		%			16.84	83.15		100

As can be seen from the table above, the majority of the students stated that information gap activities were rarely done in the classroom. The classroom observation data also showed that teachers hardly used such kinds of activities. The recordings also revealed similar data.

Regarding problem solving, role play, project based, opinion and reasoning gap activities, the majority of the students replied that the teachers did not use for most of the time. The data from class observations, the recordings and

interviews also indicated that teachers rarely used them to develop students speaking skills.

Almost all the students answered that dialogues were the kind of activities most done in the classroom. Few students replied that activities of picture stories were also sometimes done to teach speaking skills.

Generally, the data showed that teachers were not using the activities which enable students to learn speaking skills actively. However, Parrott (1993) recommends that teachers need to use activities which develop students' speaking skills, especially for the means of real communication.

4.1.4 Students' Role Implementation

To see how often students implement their roles to learn speaking skills, 10 questions were asked and the responses are presented in the table below.

Table 5: Responses given by the students to questions on their role implementation

No	Items		Always (5)	Usually (4)	Sometimes (3)	Rarely (2)	Never (1)	Total
1	I speak English out - side the classroom.	Fre	12	16	24	43	0	95
		%	12.63	16.84	25.26	45.26	0	100
2	I ask my teacher for clarification when I don't understand what he/she says.	Fre	12	13	22	41	7	95
		%	12.63	13.68	23.16	43.16	7.37	100
3	I participate in pair and group work.	Fre	5	12	16	45	17	95
		%	5.26	12.36	16.84	47.37	17.89	100
4	I ask my teacher or class-mates for correction of errors in my speaking.	Fre	6	7	12	35	35	95
		%	6.31	7.37	12.63	36.84	36.84	100
5	I listen to the discussion and report back to the class.	Fre	5	13	18	44	15	95
		%	5.26	13.68	18.95	46.32	15.79	100
6	I try to correct myself when I feel that I am not using the correct form while speaking.	Fre	9	18	26	31	11	95
		%	9.47	18.95	27.37	32.63	11.58	100
7	I plan my way of developing speaking skills.	Fre	4	6	12	38	35	95
		%	4.21	6.31	12.63	40	36.84	100
8	When I can't think of the word while speaking in English I tend to use physical motions such as gesture to indicate the meaning	Fre	5	15	28	47	0	95
		%	5.26	15.78	29.47	49.47	0	100
9	I talk and share ideas about language learning problems and effective speaking strategies with my teacher and classmates	Fre	0	2	3	52	38	95
		%	0	2.11	3.16	54.74	40	100
10	I evaluate my weaknesses and strengths in speaking English	Fre	4	10	169	28	37	95
		%	4.21	10.53	16.84	24.47	38.95	100

In the first question, students were asked if they speak English outside the classroom. The majority of the respondents 43 (45.26%) answered that they rarely speak English outside the classroom. But 24 (25.26%), 16 (16.48%) and 12 (12.63%) answered 'sometimes', 'usually', and 'always' respectively. The

students' interview showed that students did not use English outside their classrooms. One of the respondents said that he did not use English outside his classroom due to the fact that there was not exposure to use the language. He said:

I do not speak English outside school. We speak in Amharic with friends in our village. And ...my parents are not speaking English, so,...so...no.

But Nunan (1991) suggests that teachers need to provide activities to students which enable them to use the language outside the classroom. In our context, students could be sent to language centers or internet cafes to do some activities and come back with a report to the classroom. The other possibility is students would be sent to English television or radio programs so that they can interview some officials. The result of the interview could also be reported back to their classrooms.

Regarding the second question, 7 (7.37%) of the respondents answered that they never ask for clarification when they don't understand what the teachers say. However, the majority of the respondents, 41 (43.16%) replied that they rarely use this strategy. 21 (23.16%), 13 (13.68%) and 12 (12.63%) of them stated that they use this strategy sometimes, usually, and always respectively. From the data gained through the classroom observation, recordings and interviews, it could be seen that students rarely ask questions for clarifications.

Regarding participation in pair and group work, only 5 (5.26%) of the respondents answered that they always use such strategy. 12 (12.63%) of them replied that they usually use this strategy and 16 (16.84%) stated that they sometimes do it. However, the majority of the respondents 45 (47.37%) said that they rarely participate in pair/group work. The rest 17 (17.89%) reported that they never participate. The classroom observation, the recordings and the interviews also showed that students hardly work in pairs or groups.

As far as the fourth question is concerned, only 6 (6.31%) of the total respondents answered that they always ask their teachers or classmates for correction of errors in their speaking. The other 7 (7.37%) replied that they usually use this strategy while 12 (12.63%) of them stated that they sometimes use it. However, the majority of the students (70%) answered that they almost did not ask their teachers or classmates for correction of errors.

Concerning the fifth question, only 5 (5.26%) and 13 (13.68%) of the respondents chose 'always' and 'usually' respectively. 18 (18.95%) of them chose 'sometimes'. However, the majority of the respondents 44 (46.32%) said that they rarely report the result of the discussion to the class. The rest 15 (15.79%) reported that they never play such a role. The observations and the recordings also showed that students did not report their discussion results to the class.

Asked if students try to correct themselves while speaking, only 9 (9.47%) replied they always use this strategy. 18 (18.95%) of the respondents answered that they usually use it whereas 26 (27.73%) said that they sometimes do it. But 31 (32.63%) replied 'rarely' and 11 (11.58%) said 'never'.

Concerning the seventh question, only 4 (4.21%) of the respondents answered that they always plan their way of developing speaking skills. 6 (6.31%) and 12 (12.63%) replied that they plan 'usually' and 'sometimes' respectively. But 38 (40%) of them stated that they rarely plan their way of developing speaking skills while 35 (36.48%) reported that they never plan in such a way.

Asked the eighth question, only 5 (5.26%) of the total respondents answered that they always tend to use physical motions such as gesture to indicate the meaning when they can't think of the word while speaking in English. 15 (15.78%), of them said that they usually use such kind of strategy whereas 28 (29.47%) replied that they sometimes use it. However, the majority of the

respondents 47 (49.47%) answered that they rarely use physical motions to indicate the meaning of the word they can't think of.

As the table indicates, only few students 2 (2.11%) and 3 (3.16%) of the respondents answered that they talk and share ideas about language learning problems and effective language learning strategies with their teachers and friends. But almost all the students (90) that they did not play this role to learn speaking skills.

Regarding the last question, only 4 (4.21%) said that they always evaluate their weaknesses and strengths in speaking English and 10 (10.53%) of the respondents answered that they usually evaluate themselves whereas 16 (16.84%) replied that they sometimes use this strategy. But the other respondents 28 (29.47%) and 37 (38.95%) answered 'rarely' and 'never' respectively.

Generally, even though language scholars (Wenden, 1991; Cotterall and Crabbe, 1999; Scharle and Szabo, 2000; Hedge, 2000; and Dickinson, 1995) have nicely suggested that students should work autonomously in order to learn speaking skills, it could be observed from the analysis made so far that students' effort was very limited that they do little to learn by their own.

4.1.5 Teaching Materials used by the Students

To identify the kind of materials students use to learn speaking skills, both closed and open-ended questions were asked. The responses given by the students are presented in the table below.

Table 6: Students response to questions on the kind of materials they use

No	Item		Yes	No	Total
1	Are there supplementary materials in the classroom that help you learn English (audio-video materials)?	Fre	4	91	95
		%	4.21	95.79	100
2	Do you learn speaking skills by using teacher-made teaching aids (charts, diagrams, models, maps and etc)?	Fre	7	88	95
		%	7.37	92.63	100
3	Do you use any of the above mentioned materials at your own home to learn speaking skills?	Fre	2	93	95
		%	2.11	97.89	100

As can be seen from the table above, nearly all the students answered that they did not use any supplementary materials in their classrooms. The classroom observations, recordings and the interviews also showed that students did not use supplementary materials. However, Acklam (1994) recommends the use of supplementary materials /audio-video/ to compensate for any deficit as far as teaching speaking is concerned.

The majority of the students (92.6%) answered that they also did not use any teacher-made materials (pictures, diagrams, models, charts, tables) to learn speaking. The other tools (observations and recordings) also showed that teachers did not use any teaching aids to supplement their lessons.

Almost all the students (97%) replied that they also do not use audio-video materials or any other supplementary materials to learn speaking skills at their own homes. The students' interview data also indicated that they did not use any supplementary materials at their living areas (see the Appendix).

4.2 The Analysis of Classroom Observations

4.2.1 The Role of Teachers in Teaching Speaking Skills

To see if the teachers play their role effectively in teaching speaking skills, a checklist was prepared and used during the classroom observations as follows.

Table 7: Checklist for Identifying the Role of Teachers

No	Does the teacher:	Teacher 1												Teacher -2													
		Day												Day													
		One		Two		Three		Four		Five		Six		One		Two		Three		Four		Five		Six			
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	arrange and organize the group discussion?		✓		✓		✓	✓			✓		✓		✓		✓	✓			✓	✓		✓		✓	
2	present the new language students need for practice systematically and meaningfully?		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
3	give students chances to participate in speaking?		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
4	encourage the students to speak in English?		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
5	give appropriate amount of practice for students?		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
6	monitor their performance to see that it is satisfactory?		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
7	guide and supervise the students during their group/pair discussion?		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
8	provide the students with activities for free expressions?		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
9	teach students speaking strategies?		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
10	advise them to use their strategies to learn speaking, especially outside the classroom?		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓

As mentioned in the third chapter of this paper, twelve successive classroom observations (six for each section) were made to see the classroom practice of teaching speaking skills. The observations were made according to the checklist prepared for this purpose as shown above.

The checklist was used and filled for all of the six days separately for both classes of study. But the final data were presented as depicted above. As can be seen from the checklist, both teachers were presenting the lessons traditionally, mainly through explanation, for all of the observation days. They were not seen selecting the new material to be learned (expressing certainty and uncertainty, asking for and giving opinion commands and requests, and telling stories) through supplementation and modification based on what is given in the textbook. Even though many writers (Richards and Rodgers, 1986; McDonough and Shaw, 1993; Brumfit, 1979; Cunningsworth, 1979; Hutchinson and Torres, 1994; Acklam, 1994) tell us to supplement lessons with teaching aids available (cassettes, radio, DVD, CDs and other teacher made materials such as charts, tables, diagrams and models), both teachers did not use them in presenting the lesson. Additionally, both of them were not seen presenting and managing the lesson by using appropriate time. They spent much of the time presenting the lesson, as mentioned above, mainly through explanation.

Moreover, the teachers were not seen giving each of the performers a chance to participate in speaking the language under practice. Even though this is partly due to large class size, the teachers were repeatedly seen giving some chances only to high achievers in the class. Both of them were not seen using monitoring mechanism to see that the performance of the learners is satisfactory. The main activities done in the class were seen to be reading dialogues, asking and answering questions. Though very few students tried to tell some stories to their class, little was done in giving feedback to their errors and mistakes.

The data from other tools (both teachers' and students' interview, the recordings), also showed that teachers role in developing speaking skills was found to be low. As mentioned in the preceding pages of this paper (34-37), teachers were rarely seen in organizing group work, supervising and managing the activities, checking students speaking performance, and giving activities for free expressions.

4.2.2 The Role of Teachers in using Teaching Techniques

Table 8: The Checklist for Identifying Techniques used by Teachers

No	Are the following techniques used?	Teacher 1												Teacher -2											
		Day												Day											
		One		Two		Three		Four		Five		Six		One		Two		Three		Four		Five		Six	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	group discussions		✓		✓		✓	✓			✓		✓	✓		✓		✓			✓		✓		✓
2	dialogues /conversations	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
3	questions and answers	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
4	translations /interpretations	✓		✓			✓		✓		✓	✓		✓		✓			✓		✓		✓		✓
5	debating /panel discussion		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
6	instructions	✓		✓			✓		✓			✓		✓		✓		✓			✓		✓		✓
7	oral report		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
8	story telling		✓	✓		✓			✓	✓			✓	✓		✓		✓			✓		✓		✓
9	interview		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
10	role play and drama		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
11	others																								

As far as the twelve continuous observations are concerned, it shows that the teachers were not using modern techniques to develop students speaking abilities.

Although Underhill (1987: 45-86) recommends different modern techniques to teach speaking skills, both of the teachers were mainly using the traditional approaches (teacher-based-techniques) for most of the observation sessions. The techniques used were questions and answers, reading blank dialogues, giving instruction/ explanation, reading aloud for the purpose of correcting pronunciation, translating/interpreting, and dialogues or drills. Hence, both of the teachers were not using effective techniques which are used for practice and production stages in order to teach speaking skills. They were not seen using active learner-learner joint discussions (group discussions), oral report, role play and dramatization, interviews and form fillings, learner-learner description and re-creation, picture stories, re-telling stories from aural or written stimuli, debating and panel discussions.

As it will be discussed in the coming pages of this paper (65-69), the recordings also showed that teachers were using a more traditional approach to teach speaking skills. They gave focus to correcting language items (grammar and pronunciation) instead of fluency and meaning. Each day of observations teachers tended to use Amharic to explain the concept of the language materials to be learnt in the classroom.

4.2.3 The Role of Teachers in Using Teaching Strategies

Table 9: The Checklist for Identifying Strategies used by Teachers

No	Items	Teacher 1												Teacher -2											
		Day												Day											
		One		Two		Three		Four		Five		Six		One		Two		Three		Four		Five		Six	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	helping students discover what ways of learning work best for them in developing speaking skills.		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
2	experimenting them with different ways of using language (games, different arrangement of words and etc).		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
3	helping them keep on talking through teaching them speaking strategies such as using gestures.		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
4	helping them ask for error corrections.		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
5	encouraging them to speak English outside the classroom.		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
6	helping them not to be so much concerned with accuracy		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
7	others																								

Regarding the strategies teachers used to develop speaking ability of the students, they were rarely seen to help learners discover what ways of learning work best for them. No one was observed helping learners find quick ways of recalling what they have learned, for example, through experiences and personal memories. Above all, even though scholars urge the application of strategies to help learners ask for error correction and help them to learn from the error they make (Rubin and Thompson, 1982, Hall, 1997; Lessard-Clouston, 1997), no teacher was seen helping his/her learners.

The data from students' interview and recordings also showed that teachers were not using effective strategies such as using gestures and others to teach speaking skills. They were not seen teaching speaking strategies which help students guess the meaning of new vocabularies in their day to day speech. However, Rubin and Thompson (1982) suggest that teachers should teach their students speaking strategies which enable them to use the language in the real life communications.

Generally, both teachers were observed not using effective teaching strategies which help the learners develop speaking skills.

4.2.4 Activities Done in the Classroom

To identify the kind of activities done in the classroom, the following checklist was used.

Table 10: Checklist for Identifying Activities Developed by Teachers

No	Are the following activities done in the classroom?	Teacher 1												Teacher -2											
		Day												Day											
		One		Two		Three		Four		Five		Six		One		Two		Three		Four		Five		Six	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	information gap activities?		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
2	problem solving activities (puzzles)		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
3	role play activities		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
4	group discussions		✓		✓	✓		✓		✓		✓	✓		✓		✓		✓		✓		✓		✓
5	project based activities		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
6	prepared monologue		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
7	dialogues	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
8	questions and answers	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
9	opinion gap activities		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
10	reasoning gap activities		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
11	picture stories /telling stories		✓	✓		✓		✓		✓		✓	✓		✓		✓		✓		✓		✓		✓
12	others ((if any)																								

The first week (from 16 April, 2011 to 20 April, 2011), the students from both classes were working on the ninth unit, under the topic-“The donkey’s Tail”. The first teacher made his students decide the best order of the pictures individually. Then he told them to write the paragraph based on the order they put. Finally, some students read the paragraphs to the class. In this class, no group discussion or pair work was seen to be done by the students. But the teacher of the other section made his learners discuss in groups to decide the right order of the pictures. Then he told them to write the paragraphs based on the order they put through the discussions. At the end, the students read the paragraphs to the class. Finally two of them told the story to the class.

The second week (from 23 April, 2011 to 27 April, 2011), the students were working on the tenth unit, under the topic – “asking for and giving an opinion”. The first class teacher made the students read a note on page 203 and 204 individually. The learners were then asked to answer the questions orally about their environment. Then the teacher read a short passage about urban water supply. The students listened to the passage and answered the questions individually. But the second class teacher made his learners work in small groups, and then they answered the questions orally.

The third week (from 1 May, 2011 to 4 May, 2011), the students from both sections worked on the eleventh unit under the topic “practicing dialogues and telling stories.” The students of both classes were mainly reading out the given conversations. But some students were given chances to tell a story to the class.

In the fourth week (from 7 May, 2011 to 11 May, 2011), the students were working on the twelfth unit, under the topic ‘saying you are sure or not sure’. The students from both classes were made to study the given dialogues. The students were asked to read the dialogue in turns. Then some students read the dialogue. Next to this, the students were told to work in groups of three to

act out the dialogue by taking turns. Finally, they were given home work to complete the dialogue (on page 240) with suitable expressions (See the Appendix).

The fifth week (from 14 May, 2011 to 18 May, 2011), the teacher of the first class started the lesson by giving answers to the homework. The students were asked to tell their answers. Then the teacher told his learners to work under the topic 'telling a story'. The students were asked to put the pictures in the correct order in groups of four. The students were discussing in Amharic and they were writing the order of the pictures in their exercise books. The second teacher also started the daily lesson with giving answers to the homework. After that he explained about the new topic 'telling a story'. He also made the students put the pictures on page 240 in the correct order by working in pairs. Here, almost all the students were using Amharic in their pair discussion. At the end, the students were asked to tell their answers to the teacher. Their answers were only telling the name of the letters which come first, next, and last according to their order in the picture. Generally, even though the topic was telling a story, the students from both classes were not seen telling their own stories to their groups or the class, except one student from the first section, who told a nice story to his class. They were rather observed writing the order of the picture and discussing in Amharic (see the Appendix).

The sixth week (from 21 May, 2011 to 25 May, 2011), the students were working on the fourteenth unit, under the topic 'Talking about Days and Dates'. In both classes, they were made to read out the given dialogues in pairs. Then they were told to take the roles. Next, the students were told to ask their partner's birth day, memorable day, etc. Finally, they were made to write dialogues on the topic of telling dates and practice them.

From the data presented so far, one can understand that the students were observed reading the given dialogues, acting out the dialogues, discussing in

their native language, writing the dialogues and answering the questions orally. They were sometimes observed telling stories to the class.

Even though different language experts (Parrott et al.) suggest the using of communicative approach for developing speaking skills, the teachers tended to rely on the textbook activities which are more of traditional-questions and answers, dialogues /conservations, completing the dialogues (see the transcribed tape recorded data in the Appendix).

No teacher was observed using the activities developed based on the communicative approach such as information gap, reasoning gap, opinion gap, problem solving, role plays, communication strategies activities, puzzles and problems, guessing activities, project based activities and prepared monologues.

4.2.5 Students Role

To identify the role students play in their classrooms, the effort they make to learn speaking skills, the following checklist was used.

Table 11: Checklist for Identifying the Role of Students

No	Do students do the following?	Teacher 1												Teacher -2											
		Day												Day											
		One		Two		Three		Four		Five		Six		One		Two		Three		Four		Five		Six	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	ask for clarification?		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
2	participate in pair and group discussions?		✓		✓	✓		✓			✓		✓		✓		✓	✓		✓			✓		✓
3	ask their teacher or classmates for correction of errors?		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
4	listen to the discussion and report back to the class?		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
5	try to correct themselves?		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
6	use physical motions to indicate the meaning?		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
7	talk and share ideas about language problems and effective speaking strategies with their teacher and classmates?		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
8	participate in role /play drama /panel discussion/ interview or oral reporting or presentation?		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
	others																								

Rubin and Thompson (1982) recommend that students need to use different strategies to develop speaking skills. However, the students were observed to be almost passive. They were rarely seen asking and answering questions. They were hardly observed taking active participation in the pair/group work. It could be seen that they showed little individual effort and interest toward the existing work/activities. Almost no students were observed reporting the result of their discussion to the class. The learners were observed using a limited number of strategies to learn speaking. None of the students asked for error correction and help. Moreover, no one was observed using different styles of speech. This indicates that the students were also making less effort to learn speaking skills. The recordings also showed similar results that students did little in taking responsibility for their own learning.

4.2.6 Materials used by the Teachers

To identify the materials teachers use to supplement their lessons in the classroom, the following checklist was used.

Table 12: The Checklist for Identifying the Materials Used

No	Are these materials used?	Teacher 1												Teacher -2												
		Day												Day												
		One		Two		Three		Four		Five		Six		One		Two		Three		Four		Five		Six		
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	text book	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		
2	supplementary books		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
3	television		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
4	tape-recorder		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
5	CDS, DVD		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
6	charts, maps, diagrams, models		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	

Language teachers are expected to use different materials such as audio-visual (television, DVD, CD-ROM, tape recorder, radio cassette player), teacher-made or ready made teaching aids (pictures, models, diagrams, charts, tables, maps flash cards, etc.), to supplement the lessons (activities designed in the textbook (Brumfit, 1979; Allwright, 1981).

However, as can be seen from the checklist above, no teacher was found using any one of the above mentioned materials except the textbooks. This indicates that they were not playing active role in preparing, adapting or modifying materials to develop their learners' speaking skills. The data from interviews and recordings also showed that teachers used only textbooks to teach speaking skills.

4.2.7 Classroom Organization/Arrangement

To observe the classroom organization /arrangement, the following checklist was used.

Table 13: The Checklist for Identifying Classroom Organization

No	Item	Teacher 1												Teacher -2											
		Day												Day											
		One		Two		Three		Four		Five		Six		One		Two		Three		Four		Five		Six	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Whole class sitting arrangement	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
2	Pair work sitting arrangement		✓		✓		✓	✓			✓	✓		✓	✓		✓	✓			✓	✓		✓	✓
3	Group work sitting arrangement		✓		✓	✓		✓			✓	✓		✓	✓	✓		✓	✓		✓	✓		✓	✓

Different scholars suggest that classroom organization should be convenient to teach speaking skills in a more attractive way. Nunan (1989) identifies four different ways in which the class is organized. These are individual basis, pair work, group work and whole class.

As regards classroom organization, the whole class method was observed to be the dominant one for the entire sessions of the visits. Teachers rarely used pair/group work. Except questions and answers, no other means of individual efforts (such as monologues, oral report and etc) were seen during the classroom observations.

The nature of the seating (the desks which are not movable) and the size of the class (51 and 53 students) were also found to be unfavorable to teach speaking skills in a desired way (in pairs and group work). The interviews also indicated that teachers mostly used whole class sitting arrangement due to unfavorable class environment.

Generally, the classroom observation data also showed that teachers were not playing active role in using speaking skills teaching techniques and strategies. It also indicated that supplementary materials were not used throughout the observation sessions. Lastly the data revealed that there was not convenient sitting arrangement to conduct group discussions. Consequently, it could be observed that students have poor speaking performance.

4.3 The Analysis of Recordings

The recordings were made by the professional camera man. The classroom practice and the interviews were recorded both with tape and video camera. Because the recordings show the classroom practice at any time the researcher needed, it was used as the main important tool for gathering data of this study. The classroom recordings (both video and tape recordings) show similar results

with the classroom observations stated in the previous section. But the video recordings revealed the facts which could not be seen during classroom observations. As the data shows, some students were doing private work during group work (playing games on their cell phones, studying or reading other subjects, doing their homework). The data also showed that some students lacked interest so that they did not pay attention to their teacher or classmates. The other result that could be observed from the video recordings was that the students were less experienced in presenting or expressing their ideas in front of the class. This indicates that students were not taught the speaking strategies to develop their skills.

As it was true for the data from the classroom observations, the tape recorded data also showed that both teachers presented the lessons through explanation. Teachers were not seen creating opportunities for students to apply their previous knowledge and experiences probably pausing questions during the introduction time. Consequently, the students did not get chances to discuss and brainstorm their ideas to come to the daily lessons, being initiated by having awareness. The explanation sessions could not give the learners chances to participate in speaking. For example, during the fourth day observation, the teacher of the first class, after explaining how to communicate with people to ask for ideas, he made his students read the model dialogue on page 238 silently.

Students benefit almost nothing from reading dialogues silently in the classroom. They would have been given as homework to read and understand the way dialogues are made and what expressions to be used, perhaps if there is a need. But this technique is rather helpful for teaching reading than speaking.

After reading the dialogues independently, students were asked to read them out by taking the roles of the model conversation. Four students read the dialogue turn by turn. The teacher corrected pronunciation of some words such

as 'sure' and 'definitely' in a discouraging way (see the Appendix). Next to this students were asked to read the expressions written in their textbooks (about saying you are sure or not sure). Finally, the teacher asked the students to act out the dialogue by working in groups of three. However, students were observed again reading the dialogue turn by turn. The teacher was seen neither supervising and guiding the students activities nor monitoring their performance. He was standing on the stage, giving only some instructions to the students telling them what to be done next. At the end, he invited some students to act out the dialogue in front of the class. But it was time to end the lesson so he set it as homework for the next class and ordered all the students to complete the blanks in the dialogue as their (see the Appendix). From this discussion, one can see that students mostly participated in reading and writing activities even during their speaking periods. Even though Atkins et al. (1996) recommed on skills integration, students gained almost nothing from reading and copying the dialogues repeatedly as far as learning speaking skills is concerned. The teacher did not create opportunities for students to use the language outside the classroom as a part of homework rather than giving them incomplete dialogues to be completed in words or phrases.

As regards the second day observation of the same teacher, he started his lesson by giving answers to the homework. After that, he told his students to work on the picture stories on page 240. He read the instruction to them and let them work in pairs. However, the students continued the discussion in Amharic. The teacher was not seen giving his students feedback on their discussion. He was also not seen initiating the students to use English. The students were seen doing their pair work in this way:

S1: Which one is first?

S2: (ቆይ ልዩው)

S1: (በላ...)

S2: (Laughs...)

S3 and S4: Teacher, አልገባንም::

T: Put the order and tell about the story to your friend, to each other.

Ok?

Then the teacher immediately invited the students to tell the story to the class without giving any help to students to practice and discuss in their groups. But no student was ready to tell the story to the class in such a way. What the teacher did next was that he set the activity as homework and invited the students to tell their own stories to the class. Even though one of the students told a story to the class in a very beautiful manner, the other students could not get chances to tell their stories similarly due to the fact that the teacher did not use his time properly. Finally, the teacher was not observed giving chances to students to present their dialogue in front of the class. This indicates that the teacher was not well prepared-he would have identified what to be done and when it would be done.

Generally, similar classroom practices were observed during the remaining four days' visit. The teacher was not ready enough in presenting the lesson. He was also not seen using effective techniques and strategies, being aided with supplementary materials. He was using whole class sitting arrangement almost all the time so the students did little in groups or in pairs. His role in developing communicative activities and presenting these to his students in a meaningful and memorable way was found to be very low.

Concerning the other teacher's classroom observations, he was also presenting the language materials (contents) to be learned through explanation. For example, during the first day he was explaining how to express 'certainty' and 'uncertainty'. He took much time by explaining the concept without giving chances to students to participate in speaking. Then he made the students read the dialogue silently. After that students were given another dialogue to read and work in groups of three. But the students continued only reading the dialogue turn by turn, which was similar to the first class. No group discussion was done in English; the students rather discussed in Amharic. Next, he asked

some students to act out the dialogue in front of the class. But no one volunteered to do that activity. Finally, the teacher gave the exercises on page 240 (completing the blank dialogue) as homework and left the class (see the Appendix).

From what has been discussed so far, one can understand that students were not learning speaking skills properly. Teachers were not playing an active role in presenting the lessons, giving appropriate practice, managing the lesson, checking students' performance and giving activities for free expressions. At the same time, students were also not participating actively in speaking activities because they almost did not get opportunities to use language in pair or group discussions. They were also rarely seen being invited to report the group discussion or their own work in front of the class. The classroom observations, students' questionnaire, and interviews also showed that students hardly got chances to learn speaking strategies so they could not play their role effectively.

4.4 Analysis of the Interviews

4.4.1 Teachers' Interviews

Taking the results of students' questionnaire, the recordings and classroom observations into consideration, the researcher prepared five interview questions (see the Appendix). The contents of the interview questions are classroom activities, the materials used to develop the activities, students' role, teachers' role, and the techniques and strategies used by the teachers.

Asked if students would improve their speaking skills from reading dialogues aloud or completing the blank dialogues, both teachers said that it was not a good technique to develop speaking abilities. But they said that they were using those activities only to cover the contents programmed in their annual lesson plans. Almost all the students also said that such activities could not develop their speaking skills no matter how many times they did them.

For the question asked to know the reason why students did not participate in speaking activities such as pair /group discussions, interview, role play /drama, oral report and panel discussions, one of the teachers said that he did not have enough time to use such activities in addition to the activities designed in the textbook. But the other teacher replied that students did not have interest to be involved in those activities.

Even though Thanasoulas (2007) recommend that students interest can be increased by developing learners attitudes, motivation and self esteem, the data indicated that teachers were heard complaining that students were not interested in learning speaking skills (see the appendix).

Concerning why teachers did not use supplementary materials with their textbooks, both teachers complained that the school did not supply the teaching aids. Even though they believed the importance of supplementation, the teachers said that they were obliged to use only the textbook activities though Acklam (1994) claims that the needs of a specific class of learners can never be perfectly met by a single course book, even when the course book has been designed to cater for the need of learner in that context.

The students questionnaire, classroom observations and the recordings also showed that the teachers did not use supplementary materials to develop students speaking skills.

As regards initiating students to speak English outside the classroom both teachers reported that they advised their students to use English outside the classroom, especially by using supplementary materials at their homes. But asked if the teachers checked whether the students really used the materials at their homes or not, both teachers answered that they did not play their roles in such a manner. This indicates that students were given some assignments but the teachers did not check whether those activities were done or not. This, in

turn, shows that teachers were not playing their role properly in giving activities for free expressions, especially outside the classroom, as it is also true for the data gathered from students' questionnaire, classroom observations and recordings.

Lastly, teachers were asked what roles students should play to develop speaking skills. Both of them replied that students had to take risks to speak English. One of them added that they also had to have interest to develop speaking skills. But when the teachers were asked whether they taught such strategies to their students or not, both of them admitted that they did not. The data from students' questionnaire also showed that teachers did not teach speaking strategies to their students, though recommended by Kohonen et al. (2001).

Generally, the data from the teachers' interview, too, indicated that the teachers were using inappropriate techniques and strategies to teach speaking skills. It could also be recognized that they were not playing active role in using teaching aids to supplement their lessons in the classroom.

4.4.2 Students' Interviews

Twelve students from both sections were selected by their teachers on the basis of their English speaking performance. Four students from each level (low, medium and high) were selected and interviewed on their experience of learning speaking skills using five questions, which are semi-structured (see the Appendix).

Concerning why students did not actively participate in speaking activities such as pair /group discussions, role play/ drama, interview, oral report and debating, almost all the respondents said that they were not given chances due to the fact that teachers usually insisted on reading dialogues aloud and completing them with suitable expressions. The data from teachers' interview also indicated that they usually did activities related with dialogues.

Asked if the students could learn speaking by reading dialogues aloud and completing them with suitable expressions, all the students answered that they did not benefit any thing from doing such activities. The teachers' interview also showed that the advantage of using technique over other speaking activities was for no reason.

Regarding why students did not use supplementary materials at their home (home areas) to learn speaking skills, the majority of the respondents said that they did not learn such strategies to help them develop the abilities. Some of the students also said that because they were not given activities related to those materials, they did not have reasons to spend time in learning speaking in such ways. However, Nunan (1991) suggests that the students need to be given regular and frequent opportunities to use language freely, especially outside the classroom.

Asked if students made effort to learn speaking skills by their own, almost all the respondents answered that they had little interest because they did not know that strategy helps them learn the skills. But few students said that they sometimes speak English with their family members and friends.

Lastly, concerning the role of teachers in teaching speaking skills, almost all the respondents suggested that the teachers need to emphasize fluency more than accuracy. They also commented that teachers should use supplementary materials to help them teach speaking skills in a meaningful and understandable way.

Generally, the students' interview also depicted that teachers were not playing active role in developing students' speaking skills. The data indicated that they were using inappropriate techniques and strategies so that students developed poor speaking performance.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

From all that has been discussed and analyzed so far, the following conclusions have been drawn.

- It is obvious that the role of a language teacher is to create the best conditions for learning. To do so, a teacher is expected to act differently in different situations. Concerning teaching speaking, a teacher has to play his role in all stages (presentation, practice and production) actively. However, all the data showed that the teachers were not playing active roles in developing speaking skills. They did not present the lessons in a memorable and meaningful way. No maximum amount of practice was given for students. It could be observed from the data that they did not create enough opportunities for students to use English (speaking) in real life communication. The data revealed that they rather focused on doing activities in the textbook mainly through drills and dialogues. Generally, teachers are hardly playing their role in presenting the lessons, giving appropriate practice, supervising and monitoring the practice sessions, motivating the learners, and giving activities for free production.
- Even though language teachers are expected to teach speaking skills by using different techniques and strategies, the data indicated that the selected teachers were using the traditional approach. The techniques mostly used were questions and answers, dialogues, explanation and translation. Moreover, they were teaching speaking skills discretely. The way teachers assess students' performance was not effective. They were evaluating them not more than five times a semester. Teachers were giving correction to students' errors and mistakes in a discouraging way. They were using the techniques such as denial and questioning. They rarely used strategies to develop learners' speaking skills.

- English teachers are required to develop speaking activities which enable students to use the language for communication. However, the study depicted that the teachers were using only textbook activities which are dialogues, questions/ answers and sometimes telling stories. As the analysis of the data reveals the activities in the textbook were even not adapted to meet the need of the learners. The students were seen reading the activities and writing the answers in their exercise books.
- The analysis also showed that the only teaching material used to teach speaking skills was the textbook. No teaching aids or other supplementary materials were seen being used to develop the skills.
- In developing speaking skills, the students also have their own role. Even though a lot is expected of them, the result of the study showed that they mostly tended to be passive in the classroom. As the data indicated the students rarely used English outside their classroom, especially in real life communications. Consequently, the result showed that the students have poor performance in speaking English.
- It could be observed that mainly one type of setting was used. The whole class method was usually seen to be applied for teaching speaking skills. As the data revealed, students rarely worked in pairs or groups. The arrangements of the desks were not convenient for group discussions as they are not moveable. This indicates that the class size (which is more than 50 students in a class) and the uncomfortable classroom facilities also have their own contributions for less achievement in teaching speaking skills.

5.2 Recommendations

Based on the drawn conclusions, the following recommendations have been made.

- Teachers should play their role in creating opportunities for learning speaking skills through presenting the lessons systematically and meaningfully, devising and providing maximum amount of practice, giving regular and frequent activities to use the language (speaking) freely. In addition, they have to play their role in supervising, guiding, motivating, and managing the students' learning processes.
- They should use different techniques and strategies to accommodate learning speaking skills in the unfavorable environment of the classroom. They are advised to use group/pair work, project work, oral report, interview, panel discussion, presentation and other elicitation techniques to develop speaking skills. Teachers should teach speaking skills integratively with other skills, especially with listening, reading and writing. Teachers have to assess their students' speaking performance continuously. They should give gentle and systematic correction to their students' errors and mistakes. Based on this, they are advised to use techniques such as echoing (raising intonation) and showing incorrectness (almost right, can you say that again?). They are also needed to teach/ train speaking strategies to develop students' learning autonomy.
- Teachers should develop speaking activities on the basis of the communicative approach. They need to develop activities which enable the learners to use the language (speaking) for the purposes of communicating in the real life. To do so, they have to develop the activities such as information gap, reasoning gap, problem solving, project based, role play, group discussion, opinion gap and picture stories. It would be advisable for teachers to keep a balance between accuracy and fluency while they develop speaking activities.

- Teaching materials play a great role in developing speaking skills. On top of this, teachers have to choose and use appropriate teaching aids (materials) that promote the teaching of speaking skills. Hence, they should use audio materials (radio, telephone) and visual materials (television, DVD, CD-ROM, computer and etc), and other teaching aids such as realia, pictures, models, charts, tables, diagrams, and maps to teach speaking skills. In addition, it would be worthwhile to use newspapers, magazines, brochures, journals and other supplementary material to teach speaking skills, especially in an integrative way. Above all, they have to adapt or modify the existing materials for the purpose of teaching speaking skills.
- Students should play their role in learning speaking skills. They have to participate actively in the classroom in activities such as asking and answering questions, asking for clarity, group and pair discussions, reporting what they discussed or listened, asking for information, giving information and advice, giving opinion, telling stories, playing language games and solving problems. In addition to this, they should communicate with people outside their classrooms. Generally, they have to use the language in the real life for the means of communication through taking risks and getting themselves exposed to the access of using English.
- The way students sit in the classroom affects the way they interact with each other. So, the chairs should be convenient for pair work, small group or large group discussions.
- Teachers should be trained through the ELIP (English Language Improving Program) and other language teaching trainings.
- The school should prepare language laboratory to create good opportunities for the teachers and learners. In addition to this, language club should be established in the school to give chances for the students in order to use the language for the means of communication.

- Generally, it is the belief of the researcher that concerned bodies (school administration, teachers, students, and parents) can bring a change through working together and providing all the necessary support for the learners.

Reference

- Acklam, B. 1994. **The Production of Functional Materials and Their Integration within Existing Language Programmes.** Mimeographed. University of Reading.
- Allwright, R. 1981. **Language Learning through Communicative Principles.** In Brumfit, C.J. and Johnson, K. (eds.). **The Communicative Approach to Language Teaching.** Oxford: Oxford University Press.
- Anderson, N. and Lynch, P. 1988. **Observation in the Language Classroom.** London. Longman.
- Anthony, E. 1963. "Approaches, Method and Technique." *ELT Journal* 17: 63-7.
- Atkins, et al. 1995. **College English** vol. I. Addis Ababa university press.
- Benson, P. and Voller, P. (1997). **Autonomy and Independence in Language Learning.** London: Longman.
- Breen, M., and C. Candlin. 1980. **The Essentials of a Communicative Curriculum in Language Teaching.** *Applied Linguistics*, 1(2), 89-112.
- Brown, H. D. 1980. **Principles of Language Learning and Teaching.** New Jersey: Prentice Halls. Inc.
- _____. (1985). **Principles of Learning and Teaching.** Englewood Cliffs, JC: Prentice Hall.
- _____. 1987. **Teaching Talk.** Cambridge. Cambridge University Press.
- Brown, et al. 1984. **Listening to Spoken Language.** Longman.
- _____. et al. 1989. **Teaching the Spoken Language.** Cambridge University Press.
- Brumfit, C.J. 1979. **Accuracy and Fluency as Polarities in Foreign Language Teaching Materials and Methodology.** *Bulletin CILA* 29:89-99.
- Burgess, S. 1994. **From Communication to Curriculum.** Hammond Sport, Penguin.
- Bygate, M. 1993. **Speaking.** Oxford. Oxford University Press.
- Byrne, D. 1990. **Teaching Oral English.** UK: Longman.

- Clark, J. 1987. **Curriculum Renewal in School Foreign Language Learning**.
Oxford: Oxford University Press.
- Cohen, A. (2007). **Strategy Training for Second Language Learners**.
(Retrieved on October, 20, 2011, <http://www.cal.org/resources/Digest/0302cohen.htm/>).
- Cotterall, S. and Crabbe, D. (1999). **Learner Autonomy in Language Learning: Defining the Field and the Effecting Change**. Berlin: Peter Lang.
- Cunningsworth, A. 1979. **Evaluating and Selecting ELT Teaching Materials**.
Heinemann International, Oxford.
- Dickinson, L. 1995. **Self-Instruction in Language Learning**. Cambridge:
Cambridge University Press.
- Dornyei, Z. (1998). **Motivation in Second and Foreign Language Learning**.
Cambridge: Cambridge University Press.
- Edge, J. 1993. **Co-operative Development**. *ELT Journal*, 46/1, pp.62-70.
- Ellis, R. 1994. **Communicative Strategies and the Evaluation of Communicative Performance**. *ELT Journal* 38/1: 39-44.
- Fasil Demise. 1992. **Communicative Strategies Employed by Senior High School Students in Oral Production of English**. (MA Thesis). Addis Ababa University.
- Gardner, R. C. and MaCintyre, P.D. (1993). A Student's Contributions to Second Language Learning Part II: Affective Variables. **Language Teaching** 26:1-11.
- Haliday, M. A. K. 1990. **Spoken and Written Language**. Oxford. Oxford University Press.
- Hall, S. 1997. **Language Learning Strategies: From the ideals to classroom tasks**. Language and communication division, Temasek Polytechnic on internet.
- Harmer, J. 1991. **The Practice of English Language Teaching**. London. Longman

- _____. (2001). **The Practice of English Language Teaching**. Malaysia: Pearson Education Limited.
- Hedge, T. (2000). **Teaching and Learning in the Language Classroom**. Oxford. OUP.
- Hutchinson, J. and Torres, K. 1994. **Communicative Syllabus Design and Methodology**. Oxford: Pergamon.
- Jenenew Bekele. 2006. **Teachers' and Students' Role Implementation in EFL Speaking Classroom**. (MA Thesis). Addis Ababa University.
- Johnson, K. and K. Morrow (eds.) (1981). **Communication in the Classroom: Applications and Methods for a Communicative Approach**. London: Longman Group Ltd.
- Jones, R. 1993. **How to Master Languages**. Play Mouth: How to Book Ltd.
- Kohonen, V. et al. (2001). **Experiential Learning in Foreign Language Education**. London: Longman.
- Lessard-Clouston, M. 1997. **Language Learning Strategies: An overview for L2 teachers**. The internet TESL journal.
- Mc Donough, J. And Shaw, C. 1993. **Materials Method in ELT**. Oxford: Oxford University Press.
- _____. 2003. **Materials and Method in ELT: A Teacher's Guide**. Oxford: Blackwell Publishers Ltd.
- Nolasco, R. and L. Arthur. 1988. **Trying Doing it with a Class of Forty**. ELT Journal, 40/2, pp. 100-106.
- Nunan, D. 1985a. **Language Teaching Course Design: Trends and Issues**. Adelaide: National Curriculum Resource Center.
- _____. 1989. **Designing Tasks for the Communicative Classroom**. Cambridge University Press.
- _____. 1991. **Language Teaching Methodology: Book for Teachers**. New York: Prentice Hall International.
- O'Malley and Chamot. (1990). **Learning Strategies in Second Language Acquisition**. Cambridge: CUP.

- Oxford, R L. 1990. **Language Learning Strategies**. New York: New Bury House Publishers.
- Oxford, R. 2001. **Language Learning Strategies**. In R. Carter and D. Nunan (eds.). The Cambridge Guide to Teaching English to Speakers of other Language. Cambridge: Cambridge University Press.
- Parrott, M. 1993. **Tasks for Language Teachers**. Cambridge: Cambridge University Press.
- Pattison, P. 1987. **Developing Communication Skills**. Cambridge: Cambridge University Press.
- Penny, U. 1987. **The Communicative Approach to Language Teaching**. Oxford. Oxford University Press.
- Prabhu, N. 1987. **Second Language Pedagogy: A Perspective**. Oxford. Oxford University Press.
- Richards, J. C. 1989. **Modern Foreign Languages and their Teaching**. Cambridge. Cambridge University Press.
- Richards, J. C and Platt, H. (1992). Longman Dictionary of Language Teaching and Applied Linguistics. Harlow: Longman.
- Richards, J., and T. Rodgers. 1986. **Approaches and Methods in Language Teaching**. Cambridge: Cambridge University Press.
- Rivers. W.M. 1988. **Teaching Foreign Language Skills** (2nded). Chicago: Chicago University Press.
- _____. 1989. **Communicating Naturally in Second Language**. Cambridge. Cambridge University Press.
- Rubin, J., and I. Thompson. 1982. **The Good Language Learner**. Boston Mass.: Heinle and Heinle.
- Scharle, A. and Szabo, A. (2000). **Learner Autonomy: A Guide to Developing Learner Responsibility**. Cambridge: Cambridge University Press.
- Stern, H.H. 1983. **Fundamental Concepts of Language Teaching**. Oxford: Oxford University Press.
- _____. 1992. **Issues and Options in Language Teaching**: Oxford: Oxford University Press.

- Stevens, P. 1987. **Interaction Outside the Classroom**: Using the Community. In Rivers.
- Taye Gebrmariam. 2008. **A Comparative Study of Televised and Non-Televised Speaking Skills Teaching Techniques**. (MA Thesis). Addis Ababa University
- Tesfaye Alemu. 2007. **Communication Strategies Utilized by Omo TII Teachers in Oral Production of English**. (MA Thesis). Addis Ababa University.
- Thanasoulas, D. (2007). **What is Learner Autonomy and How can it Be Fostered?** The Internet TESL Journal, VI (11), Retrieved in Sep. 2011. From//<http://itesli.org/Articles/Thanasoula.autonomy.htm/>.
- Tomilinson, B. 1998. **Materials Development in Language Teaching**. Cambridge. Cambridge University Press.
- Tsegaye Tafere. 1995. **Speaking Strategies Employed by First Year Students at Kotebe College of Teachers Education**. (MA Thesis). Addis Ababa University.
- Underhill, N. 1987. **Testing Spoken Language**. A handbook of oral testing techniques. Cambridge: Cambridge University Press.
- Wenden, A. (1991). **Learner Strategies for Learner Autonomy**. London: Prentice Hall International.
- Wenden, A. and Rubin, J. (1987). **Leaner Strategies in Language Learning**. London: Prentice Hall International.
- Williams and Burden. (1997). **Psychology for Language Teachers**: A social Constructivist Approach. Cambridge: Cambridge University Press.
- Wright, A. 1989. **Pictures for Language Learning**. Cambridge. Cambridge University Press.

Appendices
Appendix A
Questionnaire for Students

Dear Student,

The purpose of this questionnaire is to gather data for a study leading to an MA degree in TEFL-Teaching English as a Foreign Language. This study aims at describing your classroom practices. It also identifies some problems, if any, which are related to teaching speaking skills.

The researcher hopes that the result of this study will create better awareness about teaching speaking skills. The information you provide through this questionnaire will remain confidential throughout and will only be used for this research purpose. Therefore, please be honest and feel free to provide genuine information.

Your contribution to the success of this study is highly appreciated.

Thank you.

Sincerely yours,

Addisa Guye

School of graduate studies

Addis Ababa University

Part I: Teacher's Role Implementation

Instruction: The following statements are about the role of English teachers in developing speaking skills. Read the statements carefully and relate them to your current English teacher. Use a tick mark (✓) to indicate the degree to which you agree to their role implementation under the appropriate column: very high (5), high (4), average (3), low (2), very low (1)

No	Item The role of the teacher in:	Very high (5)	High (4)	Average (3)	Low (2)	Very low (1)
1	arranging and organizing your group discussion.					
2	presenting the new language you need to practice in speaking systematically and meaningfully.					
3	giving you chances to participate in speaking activities.					
4	encouraging you to say something in English.					
5	giving you appropriate amount of practice.					
6	monitoring your performance to see that it is satisfactory.					
7	guiding and supervising you during your group/pair discussion.					
8	providing you with activities for free expressions.					
9	teaching you speaking strategies.					
10	advising you to use your strategies to learn speaking.					

ተ.ቁ	የመምህሩ ሚና	5	4	3	2	1
1	የቡድን ሥራዎችን የማመቻቸትና የማደራጀት ብቃት					
2	የመናገር ክህሎትህን (ሽን) ለማዳበር የሚረዱ ትምህርቶችን በጥበብና ትርጉም አዘል በሆነ መልኩ (በማይረሳ ሁኔታ) የማቅረብ ችሎታ					
3	በንግግር እንድትሳተፍ (ፊ) የማድረግ ሁኔታ					
4	በእንግሊዘኛ እንድትናገር (ሪ) የማደፋፈር ብቃት					
5	በቂ የንግግር ልምምድ ሥራዎችን ስለመስጠቱ					
6	የመናገር ብቃትህን (ሽን) የመፈተሽ ሁኔታ					
7	በቡድን ወይም በሁለትዮሽ ሥራህ (ሽ) ላይ እያለህ (ሽ) የመገባባዥና የመምራት ብቃቱ					
8	ለነፃ ንግግር ሥራዎችን ስለመስጠቱ					
9	ለመናገር የሚረዱ መላዎችን ስለማስተማሩ					
10	መላዎችን እንድትጠቀም (ሚ) ስለመምከሩ					

Part II: Techniques and Strategies Used by the Teacher

2.1 Techniques Used

The following statements are about techniques used by English teachers to teach speaking skills. Read each statement carefully and respond according to your teacher by putting a tick mark (✓) under the alternative given in front of each statement to indicate how frequently your teacher uses them to teach you speaking skills. Use always (5), usually (4), sometimes (3), rarely (2), never (1).

No	Item Techniques used:	Always (5)	Usually (4)	Sometimes (3)	Rarely (2)	Never (1)
1	Group discussion (የቡድን ውይይት)					
2	Dialogues / conversation (ንግግር)					
3	Questions and Answers (ጥያቄና መልስ)					
4	Translation / interpretation (ትርጉም)					
5	Instruction (ትምህርት)					
6	Panel Discussion and debating (የመድረክ ውይይትና ክርክር)					
7	Oral report (የቃል ዘገባ)					
8	Story telling (ትረካ)					
9	Interview (ቃለ መጠይቅ)					
10	Role play and drama (ሚናና ድራማ)					

2.2 Strategies used

The following are strategies used by English teachers to teach speaking skills.

Read them carefully and put a tick mark (✓) under the corresponding column:

strongly disagree (1), disagree (2), undecided (3), agree (4), strongly agree (5).

No	Item The teacher:	Strongly disagree (1)	Disagree (2)	undecided (3)	Agree (4)	Strongly agree (5)
1	helps me discover what ways of learning work best for me in developing speaking skills.					
2	experiments me with different ways of using language (games, different arrangement of words and etc).					
3	helps me keep on talking through teaching me speaking strategies such as using gestures.					
4	helps me find quick ways of recalling what I have learned by using rhymes, particular contexts and personal experiences.					
5	helps me ask for error correction.					
6	encourages me to speak English outside the classroom.					
7	helps me not to be so much concerned with accuracy.					

ተ.ቁ	መምህራ የሚጠቀማቸው ዘዴዎች	5	4	3	2	1
1	የትኛው እንግሊዝኛን የመናገር መንገድ (ስልት) ከሁሉ በላይ እንደሚጠቅመኝ ለማወቅ ይችል ዘንድ ይረዳኛል።					
2	ቋንቋውን በተለያዩ መንገዶች እንድጠቀም (ለምሳሌ በጨዋታ፣ በቃላት አገባብና በመሳሰሉት) ያመቻችልኛል።					
3	የንግግር ስልቶችን በማስተማር (ምሳሌ የምልክት ቋንቋን በመጠቀም) ያለማቋረጥ በድፍረት እንድናገር ይረዳኛል።					
4	የግጥም ምትን፣ የቃላት አገባብና የግል ተሞክሮዎችን በመጠቀም ከዚህ በፊት የተማርኳቸውን በቀላሉ እንዳስታውስ ይረዳኛል።					
5	ስህተቶቼን ለማረም እንድጠይቅ ይረዳኛል።					
6	ከክፍል ውጭ እንግሊዝኛን እንድናገር ያበረታታኛል።					
7	የቋንቋውን ትክክለኛ ሰዋስው ለመጠቀም ብዙም እንዳልጨነቅ በመምከር ይረዳኛል።					

Part III: Activities Used for Developing Speaking Skills

Instruction: The following questions are about the kind of activities you perform (do) in the classroom or outside the classroom. They ask you how often you do them for practicing or developing speaking skills. Read each questions carefully and put a tick mark (✓) under each column of the measurements by using the scale below: (1) always, (2) usually, (3) sometime, (4) rarely, (5) never.

No	Questions	Always (1)	Usually (2)	Sometimes (3)	Rarely (4)	Never (5)
	How often do you do:					
1	Information gap activities such as sharing ideas with each other?					
2	problem solving activities (puzzles)?					
3	role play activities (taking the role of the others and acting)?					
4	group discussions?					
5	project based activities (performing certain tasks to learn speaking)?					
6	prepared monologues (in which each of you are asked to prepare to talk about a hobby or personal interest for two or three minutes)?					
7	drills (dialogues) in which one person asks a question and another gives an answer?					
8	opinion gap activities, which involve identifying and articulating personal feeling or attitude?					
9	reasoning gap activities in which you give reasons?					
10	activities of picture stories?					

Part IV: Student's Role

Instruction: The following are strategies used by learners to develop speaking skills. Read them carefully and decide whether you use them: (5) always, (4) usually, (3) sometimes, (2) rarely, (1) never. Please put a tick mark (✓) in the space provided corresponding to your answer.

No	Items	Always (5)	Usually (4)	Sometimes (3)	Rarely (2)	Never (1)
1	I speak English out side the classroom.					
2	I ask my teacher for clarification when I don't understand what he/she says.					
3	I participate in pair and group work.					
4	I ask my teacher or class-mates for correction of errors in my speaking.					
5	I listen to the discussion and report back to the class.					
6	I try to correct myself when I feel that I am not using the correct form while speaking.					
7	I plan my way of developing speaking skills.					
8	When I can't think of the word while speaking in English I tend to use physical motions such us gesture in place of it to indicate the meaning					
9	I talk and share ideas about language learning problems and effective speaking strategies with my teacher and classmates					
10	I evaluate my weaknesses and strengths in speaking English					

Part V: Teaching materials (Resources) used to teach speaking skills

Instruction: Read the following questions and fill the boxes in front of them by using 'Yes' or 'No'. Please put a tick mark (✓) in the boxes corresponding to your answer. If your answer is "Yes", write your evidence briefly.

1. Are there supplementary materials (audio-video materials) in the classroom that help you learn English?

Yes No

If 'Yes', mention three of them and write briefly the programs you attend or (enjoy).

2. Do you learn speaking skills using teacher-made teaching aids (charts, diagrams, models, maps, flash cards, wall charts, etc)?

Yes No

If 'Yes', list four of them and write briefly how you learnt with the help of them.

3. Do you use any of the above mentioned materials at your own home to learn-speaking skills?

Yes No

If 'Yes', list three of them and write briefly how you use them.

Finally, I thank you once again for filling all the questionnaire questions in five parts.

Appendix C

Guided Interview for Students

1. From the classroom observations and the recordings, I recognized that your participation in speaking activities was limited. You were rarely seen participating in activities such as pair/group work, oral report, interviews and role play or dramas. Would you tell me the reason?
2. During the class observations, I saw that you were reading and completing the blank dialogues for most of the time. How much do you learn speaking skills from such activities?
3. From your questionnaire result I understood that you almost do not use any supplementary materials (television, radio, DVD, computer, internet, dictionaries) at your home (home areas) to learn speaking skills. Do you use? If not, can you tell me the reason?
4. How much effort do you make to learn speaking skills by your own (either inside or outside the classroom)?
5. What do you expect from your English teacher to develop your speaking skills?

Appendix D

Transcribed Interviews with the Students

Student One

1. From the classroom observations and the recordings, I recognized that your participation in speaking activities was limited. You were rarely seen participating in activities such as pair/group work, oral report, interviews and role play or dramas. Would you tell me the reason?

Answer: Ok my answer here is... the teacher don't give us the chance to participate in that way. He always tell us to read the dialogue and copy into our exercise book.

2. During the class observations, I saw that you were reading and completing the blank dialogues for most of the time. How much do you learn speaking skills from such activities?

Answer: I don't think this is good for me. I don't like. It is simply copying.

3. From your questionnaire result I understood that you almost do not use any supplementary materials (television, radio, DVD, computer, internet, dictionaries) at your home (home areas) to learn speaking skills. Do you use? If not, can you tell me the reason?

Answer: I don't use. Of course we have all these in our home. I don't have interest.

4. How much effort do you make to learn speaking skills by your own (either inside or outside the classroom)?

Answer: Actually I speak with my friends only sometimes. Otherwise I don't do any effort.

5. What do you expect from your English teacher to develop your speaking skills?

Answer: Umm... the teacher have to show us some film or other videos to learn how to speak. Additionally he have to motivate us to speak in English. We all speak in Amharic during English period, but he did not say anything.

Student Two

1. From the classroom observations and the recordings, I recognized that your participation in speaking activities was limited. You were rarely seen participating in activities such as pair/group work, oral report, interviews and role play or dramas. Would you tell me the reason?

Answer: Because we do what he orders us to do.

2. During the class observations, I saw that you were reading and completing the blank dialogues for most of the time. How much do you learn speaking skills from such activities?

Answer: Nothing.

3. From your questionnaire result I understood that you almost do not use any supplementary materials (television, radio, DVD, computer, internet, dictionaries) at your home (home areas) to learn speaking skills. Do you use? If not, can you tell me the reason?

Answer: Yea, at my home sometimes I listen to BBC and Aljezira programs.

Interviewer: What do you like to listen?

Answer: Most of the time news, and sometimes films.

Interviewer: Who advised you to do this?

Answer: It is my interest. My father also likes.

4. How much effort do you make to learn speaking skills by your own (either inside or outside the classroom)?

Answer: Of course I like speaking English. I sometimes speak with my sisters and father. My father is a journalist. Both my sisters are in university. We some times speak.

5. 5. What do you expect from your English teacher to develop your speaking skills?

Answer: Well, they have to encourage us in speaking English. They have to show us interesting films and stories. And they have to focus on speaking other than giving us all the time writing the notes from the book.

Appendix E

Guided Interview for Teachers

1. From our last time classroom observations and the recordings, I recognized that students were reading model dialogues for most of the time. They were also being asked to complete the blank dialogues with a suitable expressions. Do you think students benefit speaking skills from such activities?
2. During our class observations I could also see that students rarely participated in pair or group discussions. They were hardly seen participating in activities such as interview, role play/drama, oral report, panel discussions or debating. Would you tell me the reason?
3. Different language experts believe that using supplementary materials for classroom lessons is more helpful to teach speaking skills. However, you were using only student's textbook. What is your opinion here?
4. As we discussed earlier, students participated less in the classroom. Do you have any mechanism to initiate your students to learn speaking skills outside the classroom, especially in their real life?
5. What should your students do to develop their speaking skills?

Appendix F

Transcribed Interviews Made with the Teachers

Teacher One

1. From our last time classroom observations and the recordings, I recognized that students were reading model dialogues for most of the time. They were also being asked to complete the blank dialogues with a suitable expressions. Do you think students benefit speaking skills from such activities?

Answer: Actually, I don't think this is fair. But we don't have any other options than using the textbook activities. As you know, a lot of exercises and activities are designed in such away in the book. So I have to use them because the school administration also follow us in such away. To cover the portion I have to do that.

Interviewer: Is it not possible to modify and adapt the activities according to the need and interest of the students?

Answer: Of course, it is possible. But we don't have time to do that. We have a lot of responsibilities in this school in addition to teaching. For example, I am a homeroom teacher for grade 10 students. We have many duties regarding mark list, exams and others.

2. During our class observations I could also see that students rarely participated in pair or group discussions. They were hardly seen participating in activities such as interview, role play/drama, oral report, panel discussions or debating. Would you tell me the reason?

Answer: The reason is that as I told you before most of the time we go with the book by which the exercises are predecided to be performed by the students. So due to time scarcity, we don't use such activities.

Interviewer: But do you believe they are more helpful to develop speaking skills?

Answer: Definitely, no doubt at all.

3. Different language experts believe that using supplementary materials for classroom lessons is more helpful to teach speaking skills. However, you were using only student's textbook. What is your opinion here?

Answer: To tell you frankly, I need some teaching aids like radio cassette, DVD and TV to show them some films, stories, especially when they are told or spoken by native speakers. But the school didn't supply us so far.

Interviewer: Do you advise your students to use them at their own homes?

Answer: Yes, I do.

Interviewer: How do you know whether they used or not?

Answer: Actually, I don't check whether they used or not. But I advise them to use.

4. As we discussed earlier, students participated less in the classroom. Do you have any mechanism to initiate your students to learn speaking skills outside the classroom, especially in their real life?

Answer: As I told you I advise them to use audio/video materials at their home. Additionally I tell them to communicate with their friends from other schools and etc.

5. What should your students do to develop their speaking skills?

Answer: They have to take the risk. Students are afraid of speaking English in front of people. They have to watch movies, listen to radios, or television.

Interviewer: Yeah, students may afraid of speaking English in front of people. But do you have any mechanism or strategy to solve this?

Answer: I don't think there is strategy here. They have to experience this by themselves.

Teacher Two

1. From our last time classroom observations and the recordings, I recognized that students were reading model dialogues for most of the time. They were also being asked to complete the blank dialogues with a suitable expressions. Do you think students benefit speaking skills from such activities?

Answer: I know that this is not a good way of teaching speaking. But what can I do? The ministry of education wants us to practice this curriculum.

Interviewer: Yeah, I believe we have to implement the government policy. But can't we modify those activities according to the need and interest of the students, as the aim of teaching speaking is developing fluency?

Answer: We can. But it needs time and materials to teach in such away. Perhaps it might be an extra work.

2. During our class observations I could also see that students rarely participated in pair or group discussions. They were hardly seen participating in activities such as interview, role play/drama, oral report, panel discussions or debating. Would you tell me the reason?

Answer: One thing, the students themselves don't like to speak in English. They are afraid of speaking in front of the class. So we prefer using only the book and make them do the exercises according to our annual plan. The other thing as I told you before, we don't have time.

Interviewer: Can't we solve the problem that students resist to speak in English?

Answer: We can't force them to speak in English. Really they don't like to speak in English.

Interviewer: Do you think it is the problem of interest or performance?

Answer: Both

3. Different language experts believe that using supplementary materials for classroom lessons is more helpful to teach speaking skills. However, you were using only student's textbook. What is your opinion here?

Answer: I definitely believe these are very important. But we don't have any language laboratory in our school.

Interviewer: But do you advise your students to use them at their home or home areas?

Answer: Yes, I usually advise them.

Interviewer: Do you have any means of checking that they used or not?

Answer: To tell you frankly I don't.

4. As we discussed earlier, students participated less in the classroom. Do you have any mechanism to initiate your students to learn speaking skills outside the classroom, especially in their real life?

Answer: What I do is I advise them to speak with friends or some one from a village I think this is what we can do.

5. What should your students do to develop their speaking skills?

Answer: They must not afraid of speaking English. They have to have interest to learn by themselves.

Interest: Would you tell me how to develop their interest?

Answer: Ah..., may be by telling the advantage of speaking English.

Appendix G
Transcribed Tape Recorded Data
Teacher One

The Fourth Day Observation (Monday)

T: Good morning, class.

Sts: Good morning, sir.

T: Ok, today we have a guest among us. Pay attention and let's do the dialogue on page 238 together. But before that, let me tell you how to communicate with people by using different expressions. When we talk with people we share ideas. We want to check some ideas by using expressions like... are you sure...? or we want to tell that we are not certain about something by using expressions like... I doubt..., I am not sure..., I am not certain ..., I want to know... and others. Now, please read the dialogue by yourself for five minutes. Now, silent every body.

Sts: (Every one was reading the following dialogue independently).

Section 4: Speaking

Part 1: **Saying you are sure or not sure.** Study the following dialogues. The speakers are saying they are sure or not sure about something. Think carefully about the words printed in bold.

A: I've lost my pen.

B: Are you **sure**?

A: **Definitely.** I've looked every where.

B: Are you **certain** that you didn't leave it at home?

A: Yes, I'm **quite sure.** I was using it during the history lesson.

B: Don't worry. **I'm sure** someone will find it.

A: I wonder where C is. We've been writing for over half an hour. **Are you sure** you told her to meet us here?

B: Positive. I gave her very clear directions.

A: You must have told her the wrong time then.

B: Well, **I'm not sure** about that. I **think** I said four O'clock but **I'm not certain** I may have said three.

A: Oh, let's go then. I **doubt** if she'll come now.

T: Now, I want two students to act like A and B. Ok, Fatuma take A, Berhanu
B. Continue.

After Fatuma and Berhanu took parts in reading the dialogue:

T: Thank you very much. Sit down please. Please clap for them.

Sts: (Clap....)

T: Again another two students to read the dialogue. Ok, Tizita and Musa.
Continue.

Tizita: I've lost my pen.

Musa: Are you sure?

Tizita: Definitely. / difini:tly/. I've looked every where.

T: Don't say /difini:tly/, Tizita. Please say /definatly/.

Tizita: / definatly/.

T: Yea.

Musa: Are you certain that you didn't leave it at home?

Tizita: Yes.... Yes, I'm quite sure /su:r/. I was using it during the history lesson.

T: Tizita, say /shu: r/.

Tizita: /shu: r/

Musa: Don't worry. I'm sure someone will find it.

Tizita: I wonder where C is. We've been writing for half an our. Are you sure you hold her to meet us here?

Musa: Positive. I gave her very clear directions.

Tizita: You must have told her the wrong time then.

Musa: Well, I'm not sure about that. I think.... I think I said four O'clock but I'm not certain. I may have said three.

Tizita: Oh, let's go then. I doubt if she'll come now.

T: Excellent. Clap for them.

Sts: (Clap...)

T: Now read again some was of **saying you are sure or not sure** and ways of asking of some one is sure.

Sts: (Read the expressions on page 238-239)

Saying you are sure

I'm sure/certain

I'm quite sure

There's no doubt (about it)

I'm positive.

Definitely.

I'm fairly sure.

Saying you are not sure

I'm not sure

I doubt that/ if

it's doubtful that/if...

'think'

May/might

Asking if someone is sure

Are you sure/certain...?

You're (quite) sure ..?

Is there any doubt about it?

T: Now, let's come to exercises. Look at the instruction.

Work in group of three. Student A is looking for the director to give a message. Student B saw the director in his office 20 minutes ago. Student C saw the director leaving the school. Act out the dialogue. Take turns being student A, B and C.

T: So, based on this make a group of three and do in such a way.

Sts: (Made group and read the dialogue)

A: Hellow, Dawit, how are you?

B: I'm fine and you?

A: I'm Ok. Thanks. Have you seen the director?

B: Y..e..s, I saw him in his office 20 minutes ago.

A: Is he still there?

B: I think so.

A: Are you sure?

B: I'm fairly sure.

C: Hello, how are you?

A and B: Fine, thank you.

A: Have you seen the director?

C: Yes, I saw him leaving the school 5 minutes ago.

A: Are you sure?

C: Definitely.

A: Thank you.

C: You're welcome.

T: Now who can act out the dialogue?

Sts: (Some students raised their hands, me... me... me)

T: OK, actually we don't have time now. Get ready for the next time... for Thursday. Till then please do exercise 2 as home work for Thursday.

Exercise 2 (page 240)

Complete the following dialogue with suitable expressions

Aberash: Did you see the woman from the bank?

Tsehay: Yes, I did.

Aberash: She is responsible for giving credit to the rural women.

Tsehay: Are you _____ that she is the one?

Aberash: I'm _____

Tsehay: Do you _____ that we will get loan?

Aberash: why not? There is no _____ about it.

Tsehay: What makes you so _____?

Aberash: she appreciated our efforts.

Tsehay: We will be happy, if we get the money.

Abeerash: _____

The Fifth Day Observation (Thursday)

T: Good afternoon, class.

Sts: Good afternoon, teacher.

T: I think we have home work. Yes?

Sts: y...e...s!

T: Let's do it together. What's the answer for the first empty space?

S1: Sure.

T: Is he right, class?

Sts: Y....e...s!

T: Correct. What about the second dash?

S2: Certain.

T: Is she right?

Sts: Yes... No...Yes... right.

T: It can be certain or sure. Both are right. Continue. The next?

S3: Do you think...?

T: Exactly. Do you think? Who can answer the next one?

S4: Doubt?

T: Yes, doubt. Exactly. Again the next dash.

S5: certain.

T: Agree?

Sts: Y...e...s!

T: Ok, the answer for the last dash will be...? Say it together.

Sts: Definitely.

T: Right. Now today we will work on part 2. Telling a story. Do you like to tell a story?

Sts: Yea...!

T: Now, look at the pictures below. Are they in order? If not correct their order and then tell your partner about the story of the two mules and the way they solve their problem. Also tell him/her what you learn from the story (He read it from the book, page 240). Now do it with your partner.

(S1 and S2 in their pair work)

S1: which one is first?

S2: (ቆይ ልዩው)

S1: (በላ)

S2: (laughs ...)

S3 and S4: Teacher,... አልገባንም::

T: Put the order and tell about the story to your friend, to each other. Ok?

T: Now, who can tell us the story? No one? Ok, let's make this one home work and who can tell us any story you like? Amare... come please.

Amare: Once there was an old man. He have three children. All are lazy. He wanted to teach his sons how to dig the ground. The man was ill. He was going to die. Then he called all his children and told that he had gold which is full of a sack. But he buried under the ground in the field. So he told all his children to dig the ground and take his gold when he died. After the man

died, all the children dig the ground in the field. But they didn't get any gold. One of the boys said like this. . "Our father is wise, he wanted us to dig the ground systematically to teach us how to work. Now we don't leave this ground without anything. Let's saw the teff and cultivate it' he said. All the three children saw the teff and said,' We don't want any gold than teff.'

T: Please clap for Amare.

Ss: (Clap....)

T: Every one of you should have a story to tell to your friends for the coming period. Till then have a nice time.

Teacher Two

The Fourth Day Observation

T: Good afternoon, students.

Sts: Good afternoon, miss.

T: Ok, students, our today's topic is '**saying you are sure or not sure**'. When we talk with people, we share idea. Yes? And, ... when we talk we agree, disagree or hesitate. So, we have some expressions for this. Look at some ways of expressing your ideas when you want to agree, doubt or want to ask some questions. Look at page 238. Now read it silently.

Sts: (Read the following model dialogue silently).

Section 4: Speaking

Part 1: **Saying you are sure or not sure**. Study the following dialogues. The speakers are saying they are sure or not sure about something. Think carefully about the words printed in bold.

A: I've lost my pen.

B: Are you **sure**?

A: **Definitely**. I've looked every where.

B: Are you **certain** that you didn't leave it at home?

A: Yes, I'm **quite sure**. I was using it during the history lesson.

B: Don't worry. **I'm sure** someone will find it.

A: I wonder where C is. We've been waiting for over half an hour. **Are you sure** you told her to meet us here?

B: Positive. I gave her very clear directions.

A: You must have told her the wrong time then.

B: Well, **I'm not sure** about that. I **think** I said four o'clock but **I'm not certain** I may have said three.

A: Oh, let's go then. I **doubt** if she'll come now.

T: Now, have you understood how to ask or answer when we talk with people.
Do you have any question?

Sts: No

T: Ok, read the dialogue on page 239 with three and work together.

Exercise 1

Work in group of three. Student A is looking for the director to give a message. Student B saw the director in his office 20 minutes ago. Student C saw the director leaving the school. Act out the dialogue. Take turns being student A, B and C.

A: Hello, Dawit, how are you?

B: I'm fine and you?

A: I'm Ok. Thanks. Have you seen the director?

B: Y..e..s, I saw him in his office 20 minutes ago.

A: Is he still there?

B: I think so.

A: Are you sure?

B: I'm fairly sure.

C: Hello, how are you?

A and B: Fine, thank you.

A: Have you seen the director?

C: Yes, I saw him leaving the school 5 minutes ago.

A: Are you sure?

C: Definitely.

A: Thank you.

C: You're welcome.

Ss: (read the dialogue and discussed in Amharic)

T: Now, is there any one to act like A, B and C?

Sts: (Every one was silent).

T: Any question? Ok, if you don't have any question, this is the way how to ask and answer when we give our ideas to others. For the next time copy the exercise on page 240 and complete it. See you.

The Fifth Day Observation

T : Have you done your homework of last time?

Ss: Yes... No...!

T : Who can answer the first question?

S1: Sure.

T : Exactly. The next?

S2: Sure.

T : Exactly, again sure. The next?

S3: Think.

T : Yea. Think is the answer. What about the next?

S4: Doubt.

T : Definitely. Next?

S5: Certain.

T : Is he right?

Ss: Yes...!

T : That's right. The last?

S6: Definitely.

T : He's right. Now, our today's topic is 'Telling a Story'. Before you tell us your own story, please work this exercise together and put the pictures in the correct order.

Ss: (Started discussion in Amharic and Persisted in putting the pictures in the correct order).

T : Which letter comes first? Azeb?

Azeb: B

T: Right. Next? Mezgebu.

Mezgebu: D.

T: He's right. What's next?

S3: A

T: Correct. Again, next?

S4: C?

T: Yes. What about the next?

S5: F

T: Exactly. The last one?

S6: E.

T: Correct. What can you learn from this story?

Ss: (Every one was silent)

T: Ok, get ready to tell your own story for the next time. Good bye.

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university.

Name: Abdisa Guye Arse

Signature: _____

Place: Addis Ababa university, Department of English

Date of submission: Feb. 2012.