

# **ADDIS ABABA UNIVERSITY**



**COLLEGE OF HUMANITIES, LANGUAGE STUDIES,  
JOURNALISM AND COMMUNICATION**

**DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE**

**ASSESSING THE PRACTICE OF TEACHING SPEAKING  
SKILLS IN EFL CLASSROOMS DEBRE TSI GE SECONDARY  
SCHOOL IN FOCUS.**

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**JULY, 2016**

**ADDIS ABABA, ETHIOPIA**

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EFL CLASSROOMS. DEBRE TSI GE SECONDARY SCHOOL IN FOCUS**

*A research thesis Submitted to the School of Graduate of Addis Ababa University  
in Partial Fulfillment to the Requirement for the Degree of Masters of Art in  
English Language Teaching.*

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*An assessment of practice Teaching Speaking Skills in EFL Classroom in  
the case of Debre Tsige Secondary School .*

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## **Declaration**

I, the undersigned, declare that this research paper is my original work and that all sources of the materials in the research paper have been dully acknowledged. The matter embodied this project work has not been submitted earlier for award of any degree or diploma to the best of my knowledge and belief.

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## **Acronyms**

- EFL = English as Foreign Language
- TEFL= Teaching English as Foreign Language
- L<sub>1</sub> = First language
- L<sub>2</sub> = Second language
- SPSS = Statistical Package for Social Science

## ***Abstract***

*The main objective of the study is to assess the classroom practice of teaching speaking skill in EFL at Debre Tsige secondary school, especially in grade nine (9). The researcher focused mainly on the teachers' roles, students' roles, the techniques and procedures used by teachers, materials used to teach speaking skills, and major challenges that impact the practice of teaching speaking skill in the classroom.*

*To gather information on the above main objectives various instrument were used. These are students' questionnaire, classroom observations, teachers' interview and students' interview. The raw data to obtain through questionnaire, observation and interview were analyzed using both quantitative and qualitative approach.*

*The finding depicted that teachers were not used appropriate speaking techniques and procedure in the mentioned grade level. They didn't provide enough opportunities for students to use English in real life communication. There has been little or no time give for the modern teaching speaking skills. Teachers had hardly seen in the classroom when they used techniques and activities that promote speaking lesson such as, discussion methods, oral report, role play, drama, debating, interview, simulation and playing different games. In addition, teachers' roles in teaching speaking, students' belief (interest) to practice speaking skills, large number of students, lack of motivation and shortage of provide appropriate amount of time for practice speaking lesson were major challenges that affecting the practice of teaching speaking skills. As the analysis indicated, consequences of the study teachers didn't use appropriate speaking practice in the classroom. Students did not make an effort to practice speaking skill in real situation. Then, there was weak organization and little attention given for speaking lesson. To that end, this research paper provides recommendation that could bring about a change in practice of teaching and learning speaking in the grade level studied so that current techniques, procedure and approach of teaching speaking could be employed.*

# CHAPTER ONE

## 1. Introduction

In this chapter, background of the study, statement of the problems, objectives of the study, significance of the study, scope of the study, limitation, definition of key terms and organization of the study are briefly discussed

### 1.1. Background of the study

People need to speak for many reasons in their day to day life with different people for different purpose in different situations. Thus speaking skill become crucial .Regarding this, Lindsay and knight (2000:5) stated the following:

*Because we want something, because we want other people do something, to do for someone else, to respond to someone else ,to express our feeling or opinion about something, to exchange information, to refer to an actual or event in the past, present or future, the possibility of some and soon.*

Speaking is one of the important skills in language teaching and learning. Being able to speak English language is important or essential for a learner to be successful in academic activities. Cunningsworth (1984:43) stated that the ability to communicate effectively through spoken English enables one to be 'proficient' in various language skills. For example, when we see students' academic performance, it is highly dependent on their ability to ask questions, to discuss and to understand concepts from their teachers and peers.

Therefore, having good speaking ability was played vital role to succeed in every phase interaction of life. As speaking is productive skill of language, it involves many process for its realization. It involves putting message together, communicating the message, and interacting with other person or people. To pass through this process and achieve the speaking goal, speaker's speaking ability is highly required. The skill includes the knowledge of using the language. In teaching speaking skills teachers help their students develop speaking skills by exposing them to basic understanding mechanisms, functions, social and cultural rules (Brown, 1983).

Speaking English language effectively is important not only for academic purpose, but also to be a successful person in real life activities such as politics, business etc.

However, important the speaking skill is, scholars such as Brown and Yule (1983:3) stated that for most of history language teaching and learning has been given emphasis to the studies of written language and speaking has been neglected. Even after the beginning of its teaching spoken language was taught in a way that couldn't enable learners to use the language meaningfully i.e. in traditional classroom, speaking was treated in the form of drills and memorization of dialogues.

However, unlike the traditional ways of teaching speaking, today's world requires the way of language teaching that can enable learners develop their communicative competence.

And this can be realized, among others things, teachers teach creatively and flexibly by providing students with interesting and free communication activities through meaningful context and by giving them opportunities to make real interaction in classroom as well as by adapting language activities there by making them more suitable to their specific classroom situations.

In the communication model of language teaching instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real life communication situations they help their students develop ability to produce grammatically correct, logically connected sentences that appropriate to specific contexts and to do so using acceptance pronunciation.

It is common to see student's passive reaction to speaking activities due to several reasons. Among the reasons given some are that they feel shy, lack of confidence, attitude, learners feel that they learn speaking via learning the language. However, good teachers can use different strategies to help learners. Learn to speak and they use speaking to learn, the strategies are using minimal responses, recognizing scripts and using language to talk about language (Thana souls, 2007). Therefore, in this research, the study concerned to assess the problems that influence to practice teaching speaking skills in the classroom.

## **1.2. Statement of the problems**

In Ethiopia, students have learnt English language starting to grade one. The Language has also been medium of instruction in high schools in Oromiya region. Though different scholars propagate various strategies and mechanisms in lie with teaching speaking skills in the classroom, students

unable to use their experience and not competent enough as expected in their communicative skills in Debre Tsige secondary school in grade nine (9). This is resulted from, may be lack of interest or motivation on the side of students (Byrne 1987:15). Classroom situation, the techniques that teachers implement in the classrooms, teachers may manage the classroom careless and discourage to take part and give guidance as the need of students(Merry, 1987 and Byrne, 1987).

Classroom speaking skill generally can be used to communicate or interact with any person inside as well as outside the classroom. In addition, giving better exposure makes the learners to use in various contexts.

In English classrooms, the students cannot regularly use the language to communicate with their partners as well as their teachers. The learners' performance on speaking is very less.They usually prefer their first language to communicate in different situation like group discussions and personal description.

Therefore, this study try to indicate the factors that influence to practice teaching speaking skills in classroom and investigate solutions for aforementioned and identical Problems pertaining to classroom speaking skills in the school.

### **1.3. Objectives of the study**

#### **1.3.1. Main objectives of the study**

The main objective of the study is to assess the practice of teaching speaking skill in EFL classrooms at Debre Tsige Secondary school.

#### **1.3.2. Specific Objectives of the study are to:**

- ❖ Assess teachers' role to practice teaching speaking skills.
- ❖ Describe teachers' techniques and strategies to use in teaching speaking lesson.
- ❖ Examine the roles and belief of students to learn speaking skills
- ❖ Explore the effectiveness of teaching materials utilized in speaking lesson.
- ❖ Identify major factors that affecting the practice of teaching speaking skills

- ❖ Finally, suggest an area that needs attention for better practice of teaching speaking skills

#### **1.4. Research Questions**

**To achieve the objectives of the study, the following fundamental guiding questions were posted:-**

1. What are the factors that influence to teach speaking skills in the classrooms?
2. What are the belief and roles of students toward learning speaking skill?
3. What is the role of teachers to teach speaking skill?
4. How the teachers implement speaking skills in the classroom? (Techniques and strategies she/he used).
5. How about the conformability of the classroom situation?
6. What measures should be taken to minimize the problems?

#### **1.5. Significance of the study**

The purpose of this study is to investigate the practice of teaching speaking skills in EFL classrooms. The study provides valuable information about teaching speaking skill. Then, the findings of this study hopes to have the following contributions:-

- It can raise teachers' awareness of using appropriate techniques and strategies to teach speaking lessons.
- It might provide valuable insight into learners on what roles they have to play in order to progress their speaking skills.
- It is enable the students to get internal and external exposures to communicate via the target language.
- Eliminate poor motivation of teachers in their working in speaking lesson.
- Promote teachers to use well organized speaking activities in the classroom.
- It is relevant to avoid students' shyness of classroom interaction, initiate students to participate in lesson and suggest classroom situation for students.
- The study also shows the relation of the skills with other subjects which use English language as instructional medium.
- It could serve as feedback to secondary schools indicating the existing practice and speaking lesson from such feedback teachers and students could be aware of the current teaching speaking skill and take necessary measures.

- Finally, it is enable to give guide line to other researchers who want to conduct a research about the related phenomena.

### **1.6. The Scope of the Study**

The study focused on an assessment of practice teaching speaking skills in *EFL* classroom. The scope of the study emphases in Oromiya region, North Showa Zone, Debre Libanos Woreda in Debre Tsige secondary school. The school was located around 90km from Addis Ababa which is the capital city of Ethiopia at North direction. The researcher was restricted his study at Debra Tsige secondary school particularly grade nine (9).

### **1.7. Limitation of the Study**

This section of the study makes the researcher to think the obstacles that encountered and be ready to challenge the problems. Therefore, the researcher faced the following obstacles on his study.

- ❖ Shortage of time to achieve the studyon time.
- ❖ Lack of material , such as stationery , printers , computers and internet
- ❖ Unkindness and respondents to give information.
- ❖ In appropriate responses from the respondents to keep the validity of the research.
- ❖ Financial problems for materials and transportation
- ❖ Adequate up to date related literature may not be available

### **1.8. Operational Definition of key terms**

The following words are frequently used in this thesis. The words seen similar through they have their own meaning. To make their meaning clear, the researcher preferred to define as follows

- ❖ **Approach:** -Is asset of correlative assumption dealing with nature of language teaching and learning. To speak to somebody about something,especially to ask them for something and offer.
- ❖ **Techniques:**-Is implementation activities which teachers give methods that actually take place in classroom. A particular ways of doing, especially one in which you have to learn skills.
- ❖ **Methods:** -A principles used to perform particular activities. A particular ways of doing something .For example, scientific methods of data analysis or new methods of solving problems.

- ❖ **Strategy:** -A plan or methods for achieving language learning or teaching. An action that teachers and students take to make their learning.
- ❖ **Roles:** The function or position that teachers and students have expected to have in an organization. The degree to which somebody is involved in a situation or in activities and effect that they have on it. Example, the roles of teacher in the classroom to teach skills.
- ❖ **Implementation:** - Make activities that have been officially decided start to happen or be used.
- ❖ **Practice:** -To do activities or train regularly so that you can improve your skills in language.
- ❖ **Challenges:**-A new or difficult task that tests something ability and skills. Problems to do some activities.

### **1.9.Organization of the study**

Chapter one introduces the background to the research, the statement of the problems ,objectives of the studies , significance of the study, scope of the study, limitation and definition of basic terms . Chapter Two related review literature that deals with part of the study, theory of speaking skills in terms of language teaching, meaning of speaking, teaching speaking skills,goal of teaching speaking skills,techniques of teaching speaking skills,teaching speaking strategies, the roles of teachers, the roles of students, factors affecting teaching speaking skills and activities promote in teaching speaking skills. Chapter Three is about methodology and it discuss methods of the research , how the research questionnaire was developed , how sample was selected and data collecting instrument used in the study .Chapter four is about findings and analysis of the research . This chapter presents the findings of the research in relation to the research questions and objectives of the study. Finally, chapter five is about, summary of the study, the conclusion and the implications to the research questions and future research.

## CHAPTER TWO

### 2. Review of Related Literature

Review of related literature deals with parts of the study in relation to basic questions to be answered in the research.

Therefore, in this section of the research, the researcher has referred some related literatures with his research topic to identify the potential area of the research and to give strength for the research. The researcher has seen insight concepts of the literature about theory of teaching speaking, meaning of speaking, teaching speaking, goals of teaching speaking, key issues in teaching speaking, techniques of teaching speaking, strategies of teaching speaking, the roles of teachers in teaching speaking skills, the roles of students in teaching speaking, some factors that affect to practice teaching speaking skills, and activities promote in teaching speaking. Then, the researcher should be discussed all these issues detail in this actual research paper.

#### 2.1. Theory of speaking in terms of Language teaching

The theory of language behind speaking skill is that language is a system for communication through interaction and interact skill is using the language properly and correct in oral communication. Atkins etal (1995:151) summarized the theory as follow:-

*Language is reviewed not as a system of grammar, but as a system of expressing meaning interactively, the term communication or interactive refers to the ability to use language effectively and appropriately. It contrasts with the belief that only knowledge of grammar is needed in order to produce and understand correct sentences. The argument is that knowledge of language by itself does not guarantee effective use of the language as real communication any linguistics.*

The theoretical basis about teaching speaking skill in general is that language is a system for expressing meaning. The primary function of language is interaction, the structure of language reflects its communicative use category and despite grammar, communicative function of language is important.

On learning language the theory lies on language learning takes places in the process of interaction which involves meaning negotiation. Moreover, Motivation and authentic practices are useful to facilitate learning process.

## **2.2. Meaning of speaking Skill**

Speaking is one of the important language skills in language learning and it has been defined by different scholars. For example, according to Nunan (1991:26-27), speaking is a skill which is characterized by short, often fragmentary utterances in arranged of pronouncing and with a great deal of repetition and over lapping between one speaker and another.

This means simply, speaking is an oral interaction when speaker tends to repeat ideas more than usual accompanied by her/his intonation which goes up at one time and goes down at another time and also a listener intervenes while the speaker is speaking.

In whatever terms it is defined, speaking is very important skill which should be mastered by language students. Facts the ability to communicate through a target language clearly and appropriately enables learners to succeed in academic studies and in their social lives. If students are competent enough in oral communication, it will make language lesson simple for students to attend and acquire properly.

Speaking is means of socializing oneself with others in and outside the classroom (Richards, 1985, Brown et al 1984), of increasing of student's confidence by reducing tension, and internalizing pronunciations, stress and intonation of 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 and learning insist that putting a great effort is necessary to develop speaking competence (Brown et al 1984:10).

Speaking is a means of increasing the students' confidence, building warm, uninhibited, confident, sympathy a relationship among students and between the teachers and students. It is a means by which the students can be seen the practical and tangible value or use of the language as they speak interact thought it (Rivers 1985, Brown et al 1989).It gives life to the classroom teaching learning process. Interactive speaking situations include face-to-face conversation and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition or slower speech from our conversation partner.

Some speaking situations are partially interactive such as when giving a speech to a live audience where the conversation is that the audience doesn't interrupt the speech. The speaker

never sense the audience and judge from the expression on their face and body language whether or not help she is being understood. Some few speakers such as when recording a speech for radio broad cast/www. Sil.org.../speaking skill him/.

### **2.3. Teaching Speaking Skill**

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

In additional, teaching speaking skill is relevant for learners to make themselves understand using their current proficiency to fullest. They should try to avoid confusion in the message due to faulty pronunciations, grammar or vocabulary and observe the social and cultural rules that apply in each communication situations.

### **2.4. Goals of Teaching Speaking Skill**

The goals of teaching speaking, like other skills is relevant to get learners become communicatively component. “What should a course in spoken English production prepare students to do? The intention is often that the student should be to express himself in target language, to complete with basic interactive skills like exchanging greetings, thanks, apologies and to express his needs-request information, services etc” (Brown and Yule 1988:27). In the same way, Cunnings worth (1984:43) says that teaching languages should be aimed at enabling learners to be component in using the target language for their own meaningful communication. Byrne (1987:1) also adds, “our main concern as language teachers is not to inform our students about the language but to develop their ability to use the language for variety of communication purpose.”

On the whole, the ultimate goal of teaching in general and speaking in particular is to help learners use the target language in communicating their feelings, opinions etc, understandable and appropriately in different real situations they encounter. Therefore, language was accepted bearing this majors goal in mind.

Reveres (1981) expresses that the aim of teaching speaking skills in general and speaking in particular is to get students become communicatively competent. In other words, learners in a language class not only learn to construct sentences, but also to develop the ability to interact using language they learn for various communicative purposes.

Specifically, the main purpose of teaching speaking English in Ethiopia system of education is help students attention communicative language ability for academic purpose. Traditionally, the teaching of oral skills was considered most difficulty especially in English as foreign language classroom situation. Probably this is because of little or no exposure of learners outside the classroom or may be because of lack of opportunities to practice speaking in real life communicative settings. Mainly, outside the classroom learners never talk unless they have been a reason to speak the language in any case (Brown, 1994).

Besides, teachers are usually the ones who select and initiate topics for conversation and restrict students, responses. In other words, teachers tend to dominate the interaction and speak for most of the time because they think that class and persistent control over the interaction is a precondition for achieving their instruction goals.

Generally, the goals of teaching speaking skill are help students develop their speaking skill. It needs learners to communicate with others without any misunderstandings that may occur as a result of problems of speaking skills aspects. Therefore, the ultimate goal of teaching speaking skill is improve the fluency and confidence of every learner. And they are used language effectively and efficiently.

## **2.5. Key issues in teaching Speaking Skill.**

### **2.5.1. Techniques Teachers implemented in the class**

In teaching speaking teachers help students to develop their speaking skill by exposing them to the basic understanding of mechanics (techniques), strategies, principles, and function of teachers implemented in teaching Speaking skill.

Some techniques which are important for teachers while teaching speaking skills are given below:

### **2.5.1.1. Making students work in pairs or groups**

Arranging pairs and group works in speaking class is very essential in enabling students to use a target language freely. Because these techniques motivate learners and make them active there by promoting much talk as well as helping them to learn from one another. According to Rivers (1987:4) letting students learn from their peers is very important as it helps them to use all the language they have at their disposal. Atkins et al (1995:71) also suggest that we should make our learners work in pair and group in order to make a hot interaction in classroom there by helping them develop their confidence in using the target language. Inspire of their importance in language teaching learning, teachers who use pair and group works must confront the challenges arise while these techniques are use in speaking lesson. For example, according to Atkins et al (1995: 7) there may be noise which is out of hand and students may make mistakes.

Consequently, in order to exploit the potential benefit of pair and group works, teachers ought to be wise in organizing groups and managing the classroom behaviors. Teachers' should also make sure that seating arrangement is suitable to run pair and group works.

It is the role of teachers to look for different alternative solutions and help students when they face difficulty in using the target language in classroom. In conclusion, language teachers should use pair and group works in speaking class as they promote interaction among learners if they are applied wisely.

### **2.5.1.2 .Give Clear Instruction and Examples**

Giving clear and precise instructions is another important technique in helping learners to participate actively in speaking lesson students should be given clear instruction about what they are going to do (Byrne 1986: 4). In others words, teacher must make sure that learners are clear with what they are required to do in class room activities.

### **2.5.1.3. Advice Students Speak the Target Language**

It is essential for language teachers to use the target language and also to make students communication through it in classroom. If students are left free to their mother tongue languages, they will always tend to speak it in any activities and it prevents them from developing their ability using target the target language in any situations. According to Atkins et al (1995.71) the

tendency of students in enhancing in their first language is likely to increase during pair and group works.

#### **2.5.1.4 Motivating Students during Speaking Class**

Motivating students is an important techniques to bring improvement on their oral participation “whatever you are doing in the class, you ability to motivate students, to arouse their interest and involve them in whatever they are doing will be crucial” (Byrne, 986:3). Atkins et al (1995:21) also says that motivation is that vital for successful language learning this is to mean that when teachers face the problems of having passive students in speaking class, they can help them by increasing their level of motivation using different ways.

They can do it for example, by introducing various interesting activity in meaning of contexts that can give opportunities for students to make interaction among themselves “Context means a situation or body of information which causes a language to be used” (Harmer, 1991.57). This means context includes the setting in which the language is used, the topics, the roles and the general relationship of the participants in the inter action and it should be appropriate for students to use the target language.

According to Atkins et al (1995:182) learns will participate actively if they are given speaking activities which are purposeful and relevant for themselves. Students will best learn to communicate in the target language if they are made to do on the topics which are closely related to their gives.

In others words, if students work on classroom activities which are based on the issues related with what they are familiar, they will be motivated to talk more and flow out their ideas. Generally, teachers should motivate learners by providing with various activities which are interesting and meaningful for them. But, it does not mean that overdoing activities in one speaking lesson. Rather, it is to mean that teachers should be aware of different types of techniques and procedures and exposing students to different class activities that will influence language learning positively.

### **2.5.1.5. Teaching by Integrating Different Language skills**

Teaching language skills in a way that can maximize the integration of two or more skills is an important activity that should be implemented by teachers. Scholars such as Harmer (1991:52) and Cunningsworth (1984:49) agree on students can best learn when they are given chance to practice a variety of activities that can allow integrating different skills .As Little wood (1981:43), activities meant to speaking class should approximate more closely to the kind of communication situations encountered outside the classroom. If we agree on these ideas, it is common that in relevant communication situations involve integrating two or more than four skills.Byrne (1986:151) states the important of integration as follows:-

*Teaching by integrating skills is important for two or majors reason, first they, provide opportunities for using language naturally, not just practicing it, secondly, students seem to learn better when they are engaged on activities which involve more than one skill therefore, we can achieve this purpose by involving pair or group work.*

### **2.5.2. Teaching speaking strategies**

Students think that the capacity to speak a language is the product of language learning, but speaking is also 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 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 this students in using language learning strategies should learn about the students, their interest, motivation 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 the class, the teachers can prepare a short questionnaire so that students can fill in at the beginning of 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 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 cause 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 provision of range of tasks to match varied learning styles (Hall, 1997:4).

The language teacher should also study his own teaching method and over all classroom style. Analyzing his lesson plans, the language teacher can determined whether his lesson plans give learners chance to must a varieties of learning styles and strategies training the language teacher should look for new texts or other teaching materials if language learning strategies are not already include within his materials (Hall: Ibid).

The ranges of strategies can be seen in the following list Rubin and Thompson's (1982:165-168) helping learners discover what ways of learning work best for them:

- ❖ Help me discover what ways of learning work best for me in developing speaking skills.
- ❖ Help me keep on talking through teaching me speaking strategies such as using gestures.
- ❖ Encourage me to speak English outside class room.
- ❖ Helps me not be so much concerned with accuracy.
- ❖ Helps me ask for error correction.
- ❖ Motivate me practice for both accuracy and fluency.
- ❖ Provide an opportunity for me to talk by using pair work and limiting his/talk.
- ❖ Encourage me to speak English by making short presentation in the class.
- ❖ Encourage me to take responsibilities in speaking lesson.
- ❖ Experiments me with different ways of using language(games, different arrangement of words and etc)

Helping learners discover what ways of learning work best for them. It is common to see students' passive reaction to speaking activities due to several reasons. Among the reasons given some are that they feel shy, lack confidence and attitude, learners feel, that they learn speaking via learning the language. However, good teachers can use different strategies to help learners learn to speak and then use speaking to learn. The strategies are (Thanasouls, 2007)) using minimal responses, recognizing scripts and using language to talk about language.

**Using-Minimal Responses**-learners who lack confidence and feel shy are passive participants in speaking classes motivating these students to start speak at least using words and phrases would be the teachers' task. One way to encourage such learners to begin participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. The respondents' response was including phrases that indicate understanding agreement, doubt and other responses to what another speaker is said.

**Recognizing Scripts**-in every type of communication there is the language function and situation .The language used again must match with situation that is called adjacency pair The response for greeting is greeting-and for an offer is accepting/refusing language functions like greetings offer, invitation, apologies, complements etc are influenced by social and cultural norms often follow patterns/Scripts. Thus, teachers can help students develop speaking ability by making them aware of the scripts for different situations so that can predict what they will hear and what they will need to say in response

**Using language to talk about Language:-**in the speaking process there are times that learners encounter misunderstanding-and confusions. These times they may become embarrassed, confused or fail to respond. Such problem can be solved by asking for clarification (using language to talk about language). As a result learners need to develop using clarification phrases authentic practice to control the problem.

Generally, the strategies that teachers help students develop Summarized by A.D. Brown's are as follows:

- ❖ Asking for clarification (What?)
- ❖ Asking-for repetition (Pardon me)
- ❖ Using-fillers(uh,I mean) to get to time to process

- ❖ Using conversation maintenance cues (uh-huh ,right, yeah ,ok hmm )
- ❖ Getting some one attention
- ❖ Paraphrasing for structures one can't produce
- ❖ Appealing for assistance from the interlocutor
- ❖ Using for Mutual expressions
- ❖ Using mine and non-verbal expression

### **2.5.3. Principles of Teaching-Speaking skills**

As teaching speaking skill involves considerations of different issues, activities and strategies there should be some guidelines for practicing the process. To put the teaching in to practice scholars suggest principles that teachers should follow. These are

- 1) Be aware of the differences between second and foreign language learning. For learners English as a foreign language there are conditions that teachers should consider. Because learners L<sub>1</sub> or L<sub>2</sub> Can have an influence on student's learning, the foreign language factors
- 2) Give students practice with both fluency and accuracy. Language learning-especially speaking needs too much practice and through this process students can develop their fluency and accuracy. However, contemporary approaches suggest priority should be to fluency than accuracy.
- 3) Provide opportunities for students to talk by using group or pair work, and limiting teacher talk many research findings show that language teachers use too much time of lesson by talking themselves. Nevertheless, interactive activities supported by group and pair work helps students use too much of their learning time and develop their speaking skill as it offers them with too much opportunities.
- 4) Plan speaking tasks that involve negotiation for meaning. Communication (speaking) involves interaction between interlocutors trying be understood and understanding through this process they may ask for clarification, repetition, or explanation. Thus, meaning negotiation tasks are vital.

- 5) Design classroom activities that involve guidance and practice in both transactional and international speaking, since learners need speaking skill to communicate for social reaction or get information in their life, they need activities that expose them for these purpose.
- 6) Provide intrinsically motivating techniques. “Appeal to students ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy help them to see how the activity will benefit them” says H.D .Browns
- 7) Provide appropriate feedback and correction. Giving corrective feedback where necessary is important if it is one in the way that does not affect learning. Because corrective feedbacks have negative influence on student if unsystematically done. For example, sudden and carelessly interruption in the middle of activity may let students’ feet frustrated.

#### **2.5.4 The role of teachers in Teaching Speaking skills**

The teacher is a facilitator of students’ learning and as such he has many roles to fulfill. Freeman (1986: 131) describes him as a manager of classroom activities. In this role, one of his major responsibilities is to set up activities that promote communication. During the communicative activities he acts as a consultant answering students’ questions, offers advice and provides necessary language items. One of the most important roles is to make sure that students know what they are supposed to practice and check if they do it effectively. These roles are called a conductor and a monitor. Although there is a great number of various activities which may be used in speaking lessons, their use would be confusing and pointless if they would not be logically organized. Being a good organizer should be an ability possessed by every skillful teacher.

Considering the facts mentioned above we can conclude that the teacher’s personality in a learning process is very important not only while participating in the activity but also while monitoring the students. The teacher’s less dominant role in communicative activities offers the students the opportunity to be involved in conversation and improve their speaking skills to be able to cope with the real-life situations.

Learner responsibility can develop if teachers allow more room for learner involvements (ScharleandSzabo, 2001). In autonomous learning, the teachers is facilitates of learning , organizing opportunities of learning a resource person providing for learners with feedback an

encouragement, and creator of the learning atmosphere and learning space (kohonen et al, 2001:40)

Nunan (1991) suggest 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 numbers of hours available for teaching language. In addition to this he has written the role of the teachers as follows:-

*What, then, is your role as 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 take place. But in addition to this general function, you have specifies roles to play at different stages of learning process (Nunan 1991:1).*

Furthermore , Nunan (Ibid) writes the role and teachers at presentation stage as informant – selecting the new material to be learned as presenting this in such a way that meaning of the new language is clear and memorable as possible. The role of learners in this stage is listening and tiring to understand. He mentioned that the teacher is center of stage, presenting the new language item systematically in an attractive way. He also warns to spend too much time presenting.

At the practice stage, he assigns teacher as conductor or monitor. To him, at this stage it is the students who do most the talking. The teacher is role is to devise and provide the maximum amount of practice (which is meaningful and manageable) .The teacher is to monitor the performance of the learners. Richards and Rodgers (1986:24) issues point out that teacher's roles are related to the following

- ❖ The types of functions teachers are expected to fulfill, example whether that of practice director, counselor or mode.
- ❖ The degree of control the teacher has over hour learning take place.
- ❖ The degree to which the teacher is responsible for content.
- ❖ The interaction to patterns that develop between teachers and learners.

According to Breen and Candling (1980:89:2) the teacher has three main roles in the communicative classroom. The first is to act as facilitators of the communicative process; the second is to act as observe and learner. The third is he acts as manager.

Atkins, et al(1995:52) describe that the roles of teachers to practice speaking skill. The teacher has two main roles. The first roles to facilitate the communication process between all participants in the classroom, and between participant and various activities.The second role is monitoring the learning activities, participating where appropriate

### **2.5.5 The Roles of students to practice speaking skill**

According to Atkins,etal (1995:152) suggest that the roles of teacher and learners in teaching speaking skill. The communicative or interactive approach assumes every active role for student. It emphasizes greater student initiative and interaction rather than simple teacher-centered direction

The consequence is that the classroom should be organized in such a way that helps more interactive to take place between students themselves. Thus group and pair work are believed to be the most suitable models of classroom organization and to offer the most favorable learning environment. Students are considered as completely normal phenomena in development of communication abilities. Students must be allowed to experiment with the language and teacher should persist in interfering in order to correct errors.

Besides the teacher's role, students play a great role in assigning teaching speaking skills. They expected to participate in teaching- learning 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 language learning process (wended, 1991:xi). Cottrell and Crabbe (1999) believe that in formal education contexts the most success full learners are autonomous (they accept responsibility for their learning; they constantly reflects on what they are learning, why they are learning and with what degree of success of learning).

Scharles and Szabo (2001) point out that autonomous learners are those who accept the idea that their own effort 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 learning group for every one's benefit

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

- ❖ Know their needs and work productively with the teacher towards the achievement and their objectives
- ❖ Learn both inside and outside classroom.
- ❖ Can take classroom based on 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.

Kohonen etal. (2001:36-37) insists that learners need to develop the following kind and 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 and competence
- ❖ **Self – control:** ability to modulate and control one's action appropriately.
- ❖ **Relatedness :** ability to engage with others
- ❖ **Communication:** ability to exchange idea, feeling and experience with others developing trusts in others
- ❖ **Cooperation:** balancing one's needs with those others in group situations.

## **2.6. Learner Attitude towards learning speaking**

Language learning is not simply a cognitive task. Learners do not only reflect on their learning in terms of 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 learning activity is to some extent, dependent up on learners' carriage towards the word and the learning activity in particular, their sense of self, andtheir desire to learn (Benson and voler, 1997:136). In other words, Language learning as well

as learning in general has an affective component. Some of them attitude, motivation and self esteem.

### **2.7 Learner Attitude in practice speaking**

Wended (1991:52) defines attitude as “ learned motivations , values , beliefs, values, ,evaluation, what one believes is acceptable , or responses oriented towards approaching or avoiding “. For wended, two kinds of attitude are crucial; attitude learners hold about their role in the learning process and their capacity learners. Besides, she argues learner beliefs about their role capacity as learners will shaped and maintained by their beliefs they hold about themselves as learners

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

### **2.8.Learner Motivation in teaching speaking**

The term motivation is frequently used in educational contexts; however, there is little agreement among experts as to its exact meaning (Thansoulas, 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 that primary force to initiate learning the L2 and latter the driving forces to sustain the long and often tedious learning process (Dornye, 1998:17). In addition, Gardner and Macintyre (1993:3) point out the motivation comprises of three Components: desire to achieve goal, effort extended in this direction and satisfaction with the task.

Learner motivation has become the major determine factors for successful learning and there is an important distinction between instrumental and integrative motivation. Learner with an instrumental orientation view the foreign language as means of finding a good job or pursuing a rewarding career, in other words the target language they want to acquaint are interested in the culture of target community and become part of it (Thansoulas, 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 outcome (Scharle and Szabo, 2001).

### **2.9. Self-esteem Of the learner**

Closely related to attitude and motivation is the concept of self-esteem, which is the evaluation the learner makes with regard to the target language leaning in general (Thanasoulas, 2007) self esteem is a personal judgment of worthiness that is expressed in the attitudes that individual holds forwards 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 married by any negative assessments of the teacher. Conversely, a lack of self-esteem is likely to lead to negative attitude towards his capacity as a learner, and to deterioration in cognitive performance (Wenden, 1991:57)

We have examined some of factors that may enhance or militate against the learners willingness to take change 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 opportunities to learn the language. These efforts can be effective if teachers and students are responsible in practicing autonomous learning.

### **2.10. Factors Affecting to practice teaching speaking skills.**

If is not an easy tasks to create effective speaking class and to help learners develop competency in using target language for real life communication. Bringing learners to the stage where they can use it for meaningful communication is one of the most difficult aspects of language teaching and learning (Bygate,1998:3, Brown and Yule,1983:25).And this problems is attributed to the following factors which forwarded by both the local researchers and authors.

#### **2.10.1. Classroom situations**

The facilities in a classroom can influence students to practice speaking skill. On the other hand, large number of students in the class may affect students to practice speaking skill in the

classroom. So, classroom should be comfortable, clear and attractive for teaching speaking skill. The report of ESDP II (2002:25) supports this idea by suggesting:

*Learning environment like school facilities class size, teachers' behavior and attitude effective school discipline, police shall be made conducive to enhance the proper teaching and learning process. Moreover, the curricula and standard-based enhance the proper desire quality and relevance.*

Beard (1972:146) describes that arrangement of setting is important because students will be not talk to those they cannot see and physical may suggest intimacy if the group is overcrowded together or individual may choose to be both physically and psychologically remote.

Furthermore, Brubacher, et al (1990:193) indicates the importance of classroom management in teaching speaking as follows

*Students cannot cooperative easily in row individual desks, generally speaking the closer together students can seated comfortably, the better all group members need to have easily access to materials to be able to hear and speak to each other without difficulty. Noise problems will be reduced when the distance between group members is minimal and groups are separated from each other.*

### **2.10.2. Large number of students in the class**

When group are too large, students may not be able to maintain the close physical space that enables all members to participate in the discussion or activities. As mentioned by Putman (1997:60) students may deliberately refuse to participate in speaking activities. When groups are very large in some classes, one or few students may dominate the discussion and some times it is difficult to hear others in group discussion and the students will simply tune out. Similarly, Copper (2002:7) large group size was affecting to practice speaking skill stated as follows:-

*Group larger than six have several down back .It's too easy for students to be become positive observers rather than active participation students may not get opportunities to speak frequently since there are some many students sense communicate and responsibilities' may be less in large group.*

Large class size and uneven participation of students in the classroom has its own influence on teaching speaking skill. According to Byrne (1986:55), if the class is dominated by some talkative students, others will be passive and therefore it makes the teaching and learning process difficult. This entails teachers to be careful in making their students work in pairs and groups. They need to involve each student in every speaking activity using different ways of participation.

Therefore, a language learning environment that encourages students to interact and practice in pragmatic and authentic use of language for meaningful purposes, on the other hand, can surely develop and enrich students' interactive or communicative proficiency which in turn motivates them to achieve the learning.

Thus suitable classroom activities that should have a dynamic effect to move learners from predetermined textbook tasks to a lively interactive, reflective or expressive one are important when learners get sufficient time and chance to practice English in actual use independently of the teacher (Hedge, 2000 and Brown, 1994). This type of situation helps students in order to create an opportunity to practically explore their knowledge of the language and use it to express their own thoughts and intentions.

### **2.10.3. Lack Of confidence**

Most students worry about making grammatical mistakes and keep themselves silent in speaking lessons. A lack of confidence to practice speaking in the classroom. From a local study, as Alelgn (2011) states most students find it difficult to speak English language because having less confidence which is often created from the fear of making mistakes and at this time teachers should encourage students to speak by giving positive and constructive comments in a relaxed environment. Teachers should also note that it is not good to correct students' pronunciation mistakes very often while they are speaking.

### **2.10.4. Lack of Exposure**

The absence of language exposure outside the class is another critical problem for students to practice a target language in foreign language teaching and learning. Lack of conditions to use language both in and outside the school is one of the factors affecting improving students' speaking ability. Byrne (1986:1) supports this idea by saying that teaching language for communication becomes difficult as we are trying to achieve it only in the classroom while the

more appropriate place practicing it outside the classroom. Therefore, teachers need to teach speaking by linking the classroom language learning with language activities outside the classroom. For this purpose, they should create classroom environment where learners have a real life communication so as to promote oral language.

#### **2.10.5. Difficulty of Activities**

Ayele (2008) in his studies states that the difficulty of activities in a text book can impair the effectiveness of teaching spoken English language. This means a different reason for students, problems may be because of that the classroom activities are boring and are not appropriate to create a successful oral communication. Therefore, teachers are required to take a closer look at activities used in the classroom whether they are appropriate for interaction or not

#### **2.10.6. Give Unclear Direction**

Unless students are given clear direction before they start to practice any speaking activities, it will hinder them from participating actively in class as well as intended. Too sudden transition to undirected activity creates difficulties and tensions which could undermine the students' confidence both in themselves and teaching methods being used (Little wood, 1981:18).

Generally, in the presence of such multiplicity of factors, it is a very challenging task to create a successful speaking classroom. Teachers need to cope with such problems in order to achieve the intended goal of language teaching and learning for this purpose, they need to be familiar with different methods and techniques of practicing different speaking activities appropriately.

#### **2.10.7. The Need of the Learner**

Regarding the need of the learner, especially in teaching speaking skills, Windows (1978:60) said that with reference to language teaching it will be readily agreed that, where the aim of the language course is to develop an ability to handle spoken language what learners need intimately to acquire is an awareness of how the language being learned is used for talking.

Therefore, in teaching the speaking skills, the need of the learner is very important. At school, students need to ask questions, to answer questions, to participate in discussion and other activities, but if they do not need to use spoken English language, still they would face difficulty in spoken language to do all above-mentioned activities, be active rather than passive in the class of course, in order to talk they must have responsible knowledge structure, the vocabulary and

linguistics features. To improve or increase the need of the learners, teachers can play an important role.

### **2.10.8. Teachers Attitude to teach speaking**

In most language classes the, speaking skill seems to be ignored and give less attention than teaching of the grammar rules. This shows teachers have an effective on the failure of spoken English. Giving the tools for students will not be enough less. The teachers encouraged and give opportunities to use tools. Byrne (1986:4) states that the teacher ask is, therefore, to give attention to both accuracy and fluency Especially, in non privileged classroom conditions, the teacher has to strike balance between accuracy and fluently to enable learners to communicate adequately.

The implication of this is, in the classroom a teacher must give his students the different activities which help them to be both accurate and fluent, this because students cannot communicate unless he /she know the basic forms of language at the same time, it will be no use if she/he know the basic from of language and do not know how to use them for communication Therefore, in order to attain ends, accuracy and fluently teacher needs to improve students with different activities which help them to be accurate and fluent so that they will be good at speaking skill.

### **2.11. Activities promote in teaching Speaking Skills.**

Speaking skill contains activities which provide training and practice designed to help learners master the objectives of oral skill. These activities are communicate and meaningful. Here the learner will be able to understand and express appropriately in a variety of every day or social situations. The activities are meaningful relevant and often entertaining. The aim is to improve the fluency and confidence of every learner.

There are lots of activities which can be used in speaking classroom and it is very important for language teachers to select and apply the suitable for their own circumstance where the needs and levels of students come into prominence. Speaking lessons should be selected and graded by taking the levels, ages, motivation etc and scholastics background of learners into account (Rivers, 1987: 5). Because activities which are suitable for certain class situation may not work well for another.

For this reason, teachers should take a closer look whether or not speaking activities are interesting, enjoyable and suitable for students to interact with one another in the classroom. In other words, teachers should choose and implement those speaking activities which appropriate for their specific classroom situations in terms of creating successful language learning.

Many scholars agreed on that in teaching speaking activities play vital role if they are designed only in the way that help students develop communicative competence. Lindsay and knight(2000) states the following types of activities that are planned in the way situations seem truly real life like to make students use sufficient language practice.

### **2.12 Discussions**

Are held for the purpose of making learners speak more freely and express themselves. In performing these activities learners share ideas about an event, give opinions and arrive at a conclusion.

Therefore, discussion is perhaps the most natural effective way for learners to practice talking freely. Discussions with comprehensives input provides opportunity for students to activate the language they have acquired. Discussions could be used in different class organizations. It increases motivation and as result promotes participation which in turn prologs the discussions.

### **2.13. Dialogues**

Dialogue refers to conversation held by two people to different openers. Dialogues seem to be improve spoken language for a number of reasons Byrne lists some of the reasons (1986:42) are as follows:

- ❖ Dialogue present the spoken language directly in situation as it most commonly used in the oral life communication
- ❖ Dialogue allows and encourage practices in language
- ❖ Dialogue creates active participation in the classroom

These advantages of dialogues can be explored when the dialogue are well designed and evaluate a better dialogue and it use Byrne (1986:23-24) also forwards some helpful criteria as follows:-

- ❖ The language must be relevant
- ❖ The language must have appropriateness
- ❖ Realistic and relevant situations must be created

- ❖ Language items must be limited
- ❖ The dialogue must not be too longer or short
- ❖ The language must have life, it must not difficult and boring

#### **2.14. Games**

These are play activities, which entertain and at the same time teach spoken language. Although games are appropriate and useful to any age, items for foreign language learners must be selected and graded. Of course there is not a clear cut demarcation between communicative games and another language, games according to Bygate (1987:78) tasks such, "describe and arrange the difference ask the right question complete it, who am I and the like" are examples of communication games tasks.

#### **2.15. Role Plays**

As defined by Longman dictionary of language teaching and applied linguistics, "Language teaching role-plays are drama like classroom activities in which students take the role of different participation in a situation and act what might typically happen in real life situation"

Role-play is classroom activities, which are used as mechanisms that promote interaction among students. It helps them to develop their speaking ability when one takes the roles he/she is going to play. He/she strives to act. Besides he/she will have the confidence to speak in front of an audience. In role plays to be fully effective traditional classroom patterns must be changed, students must be free to play the role as they see them proper, In other words, the teacher control in role plays activities are very limited. Thus, give a certain situations with its own details; students can play different roles, which can give them considerable benefit to language learning.

#### **2.15. Oral telling**

Students will tell a summary of a story they have been told or read before hand or they create their own stories and tell their classmates. Story telling helps students expressing ideas in the form of beginning developing, and ending including the character and setting a story has to have Riddles and jokes can be also presented by the students. The teacher can use riddles and jokes as an opening activity to motivate the students and keep the class interesting.

### **2.16. Debate**

Debate is a series of argument for and against a definite proposal. It's a presentation of convincing ideas debate is a clash ideas which a purposeful and persuasive opinion can be proved logically it is speeches at a meeting especially.

### **2.17. Information Gap Activities**

Learners work in pair or more and shares in formation Among the pairs one will be with an information and share to the partner some of this types activities are describe and draw, describe and arrange, describe and identifies, find the differences asking for information, asking for and giving directions.

### **2.18. Simulations**

Simulation is a kind of role play but the emphasis is put on creating the atmosphere of a real world. Students pretend they are a part of a simulated environment and take part either as themselves or are given a role and pretend being someone else. To achieve a suitable simulated environment, the classroom is usually rearranged and, where possible, converted in a required place according to the situation.

### **2.19. Interview**

Interview is another activity which requires students to improve interview questions in advance and ask students for information they wants to obtain either from their partners or other people outside class. And this helps to exchange ideas by integrating different skills. Interviewing involve talking and writing (Byrne, 1986:132).

### **2.20. Materials need for teaching speaking**

Teaching Materials play crucial role in teaching-learning speaking skills. For example, text books can provide detailed specification of contents; 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: 138-9) the primary goal of materials is to make classroom activities as meaningful as possible by supplying the extra linguistics context that helps the learner to understand and thereby to acquire, by creating classroom activities to real word and by fostering real communication among learners.

Me Donough and Shaw 6(1993:9-10) also suggest about the need on the institutions and specific programmed for, which the materials is intended. This would include level within the educations system, time available, class size, physical environment, additional resource available (cassette video recorder, overhead projector models, diagrams chart, flash cards, wall chart etc)

Form all mentioned so far, we can understand that teachers is responsible for adapting the text books according to learners need interest, knowledge and language skills

### **2.21. The role of classroom sitting arrangement**

Setting refers to the classroom arrangement 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, 1989:92-23).In their discussion of listening tasks, Anderson and Lynch (1988:99) suggest as follows:

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

Stevens (1987:17) suggests that task which uses the community as a resource have three particular benefits.

- ❖ They provide learners opportunities for genuine interactions which have a real-life point to them
- ❖ Learners can adapt communicative role which by pass the teacher as intermediary.
- ❖ They can change the class-role relationship between teachers and pupils.

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

### **2.22. Local Studies**

There are some local studies which have been conducted assessing the nature of classroom practice of teaching speaking skills and different factors affect the implementation of speaking skills. The most dominant Abdisa (2011) and Alelgn (2011)

Alelgn (2011) has found result which shows in his summary, teachers don't devote the appropriate proportion of the class time to teach speaking lesson, lack of organizations of pair work and teachers didn't make practical effort employ various techniques to their actual teaching of speaking lessons. Abdisa (2011) also in his study concluded that techniques teachers used, teaching materials, interesting of students for speaking lessons were factors that hinder the teacher from achieving implementation of speaking class.

Generally, the studies which have been done up to now have assessed the nature of teaching and learning process of speaking skills regardless of teachers and students from achieving implementation of speaking class.

However, there are still issues which need further investigation. Therefore, the present study seeks to not only the practice of speaking lessons, but also if teachers do it by making and keeping the speaking activities more suitable for teaching speaking and what techniques , strategies they use when the activities set barrier the students learning.

## **CHAPTER THREE**

### **3. Research Methodology**

Methodology explains how problems were investigated and why particular methods and techniques would be employed. Under these parts of the study, the researcher was used different kinds of methods and techniques of collecting data sampling, data analysis and interpretation. It contains data source, population and sample procedure, data collecting instruments, pilot testing and methods of data analysis. The purpose of this study is to assess the practice of teaching speaking skills in EFL Classroom at Debre Tsigie Secondary school. Hence, a descriptive survey method was appropriately used for this study.

#### **3.1. Source of data**

The study employed primary source of data from school members of Debre Tsigie secondary school. The source of data for this study were students and teachers that would be selected as sample for the study, specially 120 sample students and 3 teachers of Debra Tsigie secondary school in North Shewa zone of Oromiya regional state were the main source of data for this study. The principals of the school also the source of data for this study.

#### **3.2. Population and sampling procedure**

The researcher has chosen North Shewa Zone, Debre Libanos district in Debre Tsigie Secondary School as his area of study. Because, he was familiar with the area and also he has taught in the school for many years. Due to this, he could get information for data easily for the study.

In the study, the researcher used simple random sampling, stratified random sampling and systematic random sampling techniques to obtain a representative sample. In that district, there was only one secondary school. In area of study, there were 533 males 442 females, totally 975 students were the population of the study. Among this, the researcher selected 5 males and 3 females from each section. The total numbers of sections were fifteen (15). Then,  $5 \times 15 = 75$  males,  $3 \times 15 = 45$  females' students, totally  $75 + 45 = 120$  students were selected as sample by using systematic sampling techniques.

Besides this, the study includes three teachers were selected as a sample using simple random number method. Because the techniques are efficient to select the required sample easily. The

researcher assumes that these samples can represent the total population and provided the required information for the study.

### **3.3. Data Collecting Instrument**

The data collecting instrument helped the researcher to investigate information what he wanted to study to obtain information for this study. Three (3) types of data collection tools were employed. The instrument that he used together data was questionnaires, observations and interview.

#### **3.3.1. Questionnaires**

The researcher prepared and delivered the questionnaires for students. Before the students start to fill out the questionnaires, the purpose of the study was explained for students. In addition, specific general direction and oral instruction of questionnaire was given. The purpose of the questionnaire is mainly to explore the practice of teaching speaking skills. The researcher was administered an instrument in such a way that the questionnaire prepared for students in their respective school during regular class period. Through questions for students, he prepared that to address their belief, participation, roles and classroom practice of speaking skills using English.

On the other hand, the questions addressed teachers' role, techniques and strategies teachers used how they facilitate the classroom, how to motivate, materials used to teach speaking and major challenges to practice speaking skills. The items of the questionnaires are closed and open-ended type. Accordingly, more items were distributed for grade nine (9) students that selected as sample from DebreTsigie secondary school.

#### **3.3.2. Observation**

This instrument of data collection was another method of data collection for this study. An observation scheme in form of tally sheet was used during regular classroom. This approach relied on direct observation of construct of, the roles of teachers , techniques and strategies teachers used to teach speaking lesson, the roles of students in the classroom, teaching materials used to teach speaking and majors challenges that affect to practice speaking skills. To identify these points, classroom participation, classroom situation and ways of motivation during speaking lesson, the researcher prepared a check list of sample group and observed three (3)

times each class. This means, there were nine (9) times classrooms were observed in different weeks and months for three teachers used as a sample for the study.

### **3.3.3. Interviews**

In an attempt to collect data from students and teachers interview would be developed. Interviews were employed to gather more detail information from selected school teachers and students. Thus, in this study, researcher designed interview questions for eight (8) students and three (3) teachers from the target group. All types of interview (structure, semi- structured and unstructured) was implemented based on the behavior of the interviewees. The purpose of this interview questions is to describe problems faced during practice of teaching speaking skills, belief of teachers and students, techniques and strategies teachers used, teachers' roles, students' roles, teaching materials used to practice speaking skills and their suggestion for solutions.

### **3.4. Pilot study**

The researcher was used the pilot study to check whether students easily understand the questions stated on the questionnaire or not. The purpose of this study was to assess the reliability and validity of the questions. Prior to collecting data, pilot testing was conducted with non-participating twelve (12) students, two (2) teachers and two (2) principals of the school. The pilot testing was to check the workability of the items in the instrument and to make additional correctional based on the feed backs obtained from respondents if there are any to be corrected. However, only few amendments of alternatives on the questionnaires have been made. Therefore, the self developed questionnaire final version was prepared and distributed at the time of final data collection. So far as reliability of measuring instrument was concerned, it was estimated using SPSS version, questionnaires translated into Afan Oromo and the researcher used different methods to collect data minimize the weakness of the study.

### **3.5. Data Analysis and interpretation**

The raw data to obtain through questionnaires, observation and interview were presented, analyzed and interpreted using both quantitative and qualitative approaches. Base on this, first the quantitative data gathered from all questionnaires were organized and tabulated. After the questionnaires of data organized in the form of table, it would be analyzed with the help of

statistical tools, such as percentile, mean and weighted mean. In addition, data analyzed using SPSS software, figures, diagrams and frequencies were used in order to exhibit the data gathered through the questionnaires. Using statistical analysis as a base the finding of study was explained and interpreted in qualitative expression through narration and discussion. On another hand ,the qualitative data collected from interview and observation were explained in descriptive statement as supportive data and presented immediately following numerical data analyzed so as to help in getting full picture of the study .

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND PRESENTATION

The purpose of this study is to examine the practice of teaching speaking skills in *EFL* classroom at Debre Tsige Secondary school. This chapter deals with presentation, analysis and interpretation of quantitative and qualitative data collected using questionnaires, interview and observation.

#### 4.1. Data Analysis and presentation of the respondents

##### Respondents' profile

Before going directly to discussion of the result, it would be better to introduce the respondents' background. Because, having understood about the respondents may help to estimate the accuracy of the information provided by them. In addition, it may give an idea about how many respondents able to answer the questions forwarded with the acceptable degree of reliability and it helps for all other decisions related to characteristics of target population.

**Table.1. profile of respondents**

		<b>Frequency</b>	<b>Percent</b>
Grade	9 <sup>th</sup>	120	100%
	Total	120	100%
Sex	Male	75	62.5%
	Female	45	37.5%
	Total	120	100%
Age	below 15	1	0.8%
	15-16	8	6.7%
	17-19	44	36.7%
	above 19	67	55.8%
	Total	120	100%
Rank of first semester	1-3	7	5.8%
	4-10	16	13.3%
	11-20	18	15%
	21-30	41	34.2%
	above 31	38	31.7%
	Total	120	100%

Source: own survey, 2013

As table.1.above shows, the personal background information was concerning the respondents' background such as grade, sex, age and rank of first semester. The result shows, 120(100 percent) respondents were grade 9<sup>th</sup> .This indicates all of the respondents were taken from grade 9<sup>th</sup>.

Concerning sex of the respondents 75 (62.5 percent) and 45 (37.5percent) were males and females respectively. This indicates most of the respondents were males and number of male students more in numbers than those females' students in the classroom

Looking to the age of respondents, there was only 1 (0.8percent) respondents below 15 years. About 8 (6.7percent) respondents their ages were between 15-16 years, about 44(36.7percent) respondents ages were between 17-19 years, about 65(55.8percent) of the respondents replied above 19 years. The majority of the respondents' ages were above 19 years. This indicates, there were less number of respondents below 16 years and more numbers of respondents above 19 years. Then, these shows the respondents were young enough to learn in Debre Tsige Secondary School.

With respects to the rank of the respondents among 120 respondents 7 (5.8percent) were got their first semester rank from 1-3.This indicates there were less students participate between this rank. Concerning the rank of respondents of the school between 4-10 and 11-20 were 16 (13.3 percent) and 18 (15percent) respectively. The ranks of the respondents' between21-30 were 41 (34.2 percent) .This shows majority of the respondents participated in the study between this ranks. On another hand, the respondents got ranks between21-30 was dominated the other. About 38 (31.7 percent) of the respondents were above 30. This implies students got the rank above 30 were less participant inthan between 21-30.

To sum up, majority of the respondents were males, which imply more male students existed in the classroom than female students, most of the respondents' ages were above 19 years and the respondents participated in this study their ranks were between 21-30.

**Table.2. Number of students in the class room**

<b>Item</b>		<b>Frequency</b>	<b>Percent</b>
Number of students in the class room	below40	1	0.8%
	40-50	1	0.8%
	51-60	30	25%
	61-70	87	72.5%
	above 71	1	0.8%
	Total	120	100%

**Source: own survey, 2013**

As it can see from table above, the number of students in the class room below 40 shows 1(0.80percent). This implies only one respondent gave a response. This is also truth for number of students in the classroom between40-50. Only one respondent said that the number of students in the classroom between40-50. About 30 (25percent) the respondents responded the number of students in the classroom between 51-60.Onanotherhand, about 87 (72.5percent) of the respondents responded the numbers of students in the classroom between 61-70.This indicates that majority of the respondents responded the numbers of students in the classroom were between 61-70 which implies; there were a large number of students in the classroom.

Generally, the study revealed that about 87(72.5percent) of the respondents responded that the numbers of students in the classroom were between61-70. This shows, there were large numbers of student in the classroom which influence to practice teaching speaking skills.

**Table.3.The role of teacher to practice teaching speaking skill**

Role of teacher to teach speaking skill	very low (1)		Low(2)		Average (3)		High(4)		very high(5)		Mean	Over all mean
	No	%	No	%	No	%	No	%	No	%		
Arranging and organizing your group discussion	14	11.7	57	47.5	37	30.8	11	9.2	1	.8	2.4	2.27
presenting new language you need to practice speaking systematically and meaningful	43	35.8	46	38.3	25	20.8	3	2.5	3	2.5	1.98	
giving your chance to participate in speaking activities	14	11.7	58	48.3	35	29.2	12	10	1	.8	2.4	
advising you to use your strategies to learn speaking	17	14.2	52	43.3	44	36.7	7	5.8	0	0	2.34	
Teaching you speaking strategies	15	12.5	64	53.3	38	31.7	3	2.5	0	0	2.24	
guiding and supervising during your group or pair work	14	11.7	36	30.0	61	50.8	8	6.7	1	.8	2.55	
giving you appropriate amount of practice	19	15.8	68	56.7	29	24.2	4	3.3	0	0	2.15	
provide you with activities for free expression	24	20.0	59	49.2	29	24.2	7	5.8	1	.8	2.18	
Monitoring your performance	26	21.7	55	45.8	34	28.3	5	4.2	0	0	2.15	

Source: own survey, 2013

Table 3 above shows, that the role of teachers in teaching and learning process, accordingly, 120 sample students asked in order identify the role of teachers, based on this the role of teachers in arranging and organizing group discussion 4 (11.7percent) of respondent responded that the role of teachers in arranging and organizing group discussion is very low, while 57(47.5 percent) responded that the role of teachers for this activities was low. Majority of the respondents were responded the role of teachers to teach speaking skill by organizing and arranging group discussion was low. On another hand, the roles of teachers to teach speaking skill by organizing and arranging the students in the classroom medium or average number was 37(30.8 percent). This shows there were some teachers that arranging and organizing group discussion to teach speaking skill. About 11(9.2percent) respondents responded the role of teachers to teach speaking skill by arranging and organizing group discussion was high. Therefore, this indicates that almost all teachers have lack of interest to implement these methods. Another point, only one (0.8 percent) respondents responded the roles of teachers to teach speaking skill by arranging and organizing group discussion was very high. There were almost all of the respondents responded almost all teachers have never used this methods to teach speaking in the classroom.

Regarding to present new language you need to practice speaking skill in the classroom, the respondents responded the role of teachers to teach speaking skill was less. About 43(35.8percent) of the respondents responded that the ways of teachers presenting new language to practice speaking skill systematically and meaningful was very low. This shows that most of the teachers were not implemented this techniques in the classroom. On another hand, about 46(38.3 percent) of the respondents responded that the roles of teachers to teach speaking skill by presenting new language you need to practice speaking systematically and meaningful was very low. This indicates majority of the teachers were not implemented this systematic to teach speaking in the classroom. The other points, about 25 (20.8percent) of the respondents responded that they were average or medium role of teachers presenting new language need to practice speaking systematical and meaningful in the classroom was very high. About 3(2.5percent) of the respondents responded that they were high in order to practice speaking in this system. Similarly, about 3(2.5percent) of the respondents responded the roles of teachers presenting new language systematically and meaningful was very high. This shows that there was less number of teachers this system to present speaking skill in the classroom.

The roles of teachers to practice teaching speaking skill by providing a chance for students to participate in speaking activities were very low. As it can be seen from the table above, about 14(11.7percent) of the respondents responded that teachers gave the chance for students to participate in speaking activities was very low. This indicated less numbers of teachers were not implemented this mechanism in the classroom. The other point about 58 (48.3percent) of the respondents responded that they were low. This shows that most of the teachers were not gave the chance for the students to participate in speaking activities.About 35(29.2prcent) of the respondents responded that there were average or medium that the teachers gave the chance for the students to participate in speaking activities .This points indicates, there were some teachers implemented this system of teaching speaking skill in the classroom. On another hand, about 12 (10 percent) of the respondents responded that teachers provided a chance for students was high. Only one (0.8 percent) of the respondents responded very low. This shows that almost all of the teachers did not implement this mechanism. Therefore, it indicates almost all teachers of the school were not giving the chance for students to practice speaking skill using speaking activities.

Concerning the roles of teachers to practice speaking skills by teaching students speaking strategies, the respondents suggested that there were about 15 (12.5 percent) teachers taught speaking strategies was very low. Meanwhile, about 64 (53.3percent) of the respondents responded was low. This indicates that the role of the teacher to guide and teach the awareness further in direction of good learning strategies and practice was very low. About 38(31.7percent) of the respondents responded average or medium .This shows some teachers practiced this methods in the classroom .Three (2.5 percent) respondents responded high and. There were not any respondents responded that teachers taught speaking strategies in the classroom .This indicates that the implementation of strategies that students take to make their learning easier was very low.

Regarding to advise the students to use strategies of learning speaking skill in the classroom about 17(14.2percent) of the respondents responded very low, about 52(43.3percent) low, about 44 (36.7percent) average or medium, about 7(5.8percent) was high and none of the respondents responded was very high. This shows that majority of the respondents responded the teachers can't advise the students to use strategies of learning speaking skill. On the other hand, none of

the respondents responded that they were not advising students to practice learning strategies of speaking skill.

Similarly, the roles of teachers in teaching speaking skill by guiding and supervising during group or pair work. With respect to guide and supervise group or pair work the respondents responded 14(11.7percent) was very low, 36 (30percent) was low about 61(50.8) average or medium, about 8(6.7percent) was high and 1(0.8percent) was very high. These were indicated that about half of the respondents responded average or medium and almost all of the teachers were not implemented this in the classroom. Only one respondent responded very high. This shows that teachers were not used to guide and supervise group or pair work during speaking lesson. The teacher s' role lack to guide the awareness further in direction of good teaching and practice by encouraging students to became aware of the wide range of strategies available to them for learning .

Regarding to give an appropriate time for students to practice speaking skill, the respondents responded that about 19(15.8percent) was very low, about 68 (56.7 percent) was low, about 29(24. percent) was average or medium, about 4(3.3percent) was high and about zero (0 percent) was very high. This shows that none of the respondents responded very high and majority of the respondents responded low. Therefore, this indicates teachers were not give appropriate time for students to practice speaking skill in the classroom.

The other important finding is that most of the teachers provide activities for students' free expression. The data presented that about that 24 (20 percent) of the respondents responded very high. However, 59(49.2) of them would like to deal low implementation. On the other hand, about 29 (24.2percent) of the respondents responded average or medium, about 7(5.8 percent) were responded high. Only one respondent responded very high .This shows that the teachers did not provide for students free expression in speaking lesson. Teachers can't use this mechanism in the class appropriately and effectively.

Concerning with monitoring performance of students in the classroom that about 26(21.7 percent) of the respondents responded very low, about 55(45.8percent) low, about 34(28.3percent) responded average or medium, about 5(4.2percent) responded high. None of the

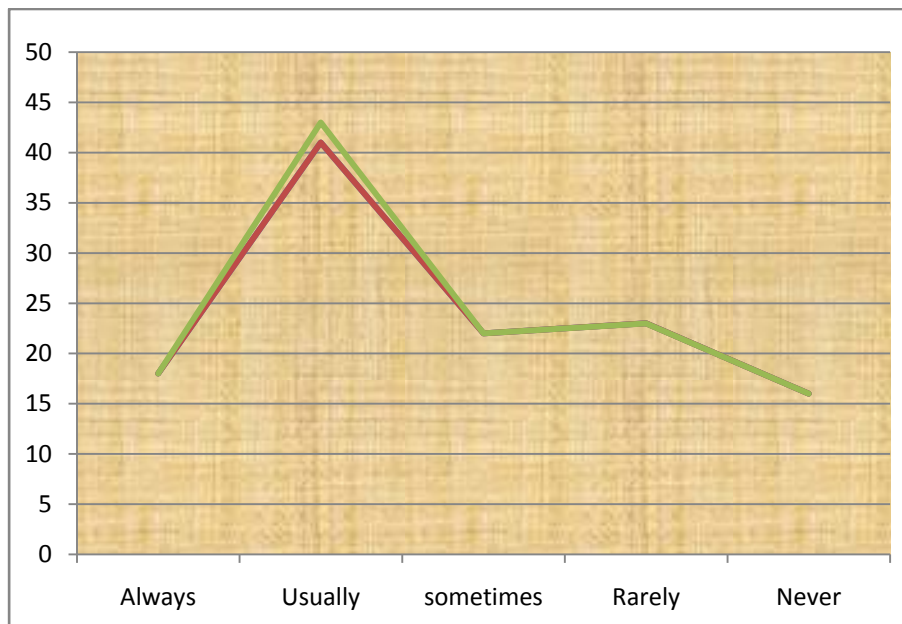
respondents responded very high. This points indicates that majority of the teachers cannot monitor the performance of the students in the classroom by using speaking activities.

The overall mean value indicates that, the mean respondents were low with the roles of English teachers to practice teaching speaking skill in the classroom. This shows that majority of the respondents responded low. This is because the roles of teachers to implement speaking skill in the classroom were low. From this point, it is possible to conclude that there were not genuine practices of speaking skills in the school.

Generally, as data revealed that the roles of teachers to implement teaching speaking skills were low. Because mean and overall mean indicates low. The overall mean was 2.27. Then, this shows that the roles of teachers to arrange and organize the group discussion, giving chance for students to participate in speaking activities, advising students to practice and learn speaking strategies, teaching speaking strategies, guiding and supervising group discussion, give appropriate amount of practice, provide activities for free expressing and monitoring performance of students to practice speaking skills were low.

### **Techniques implemented by teacher in the classroom to teach speaking skills**

#### **How the teacher used questions and answering in the class**

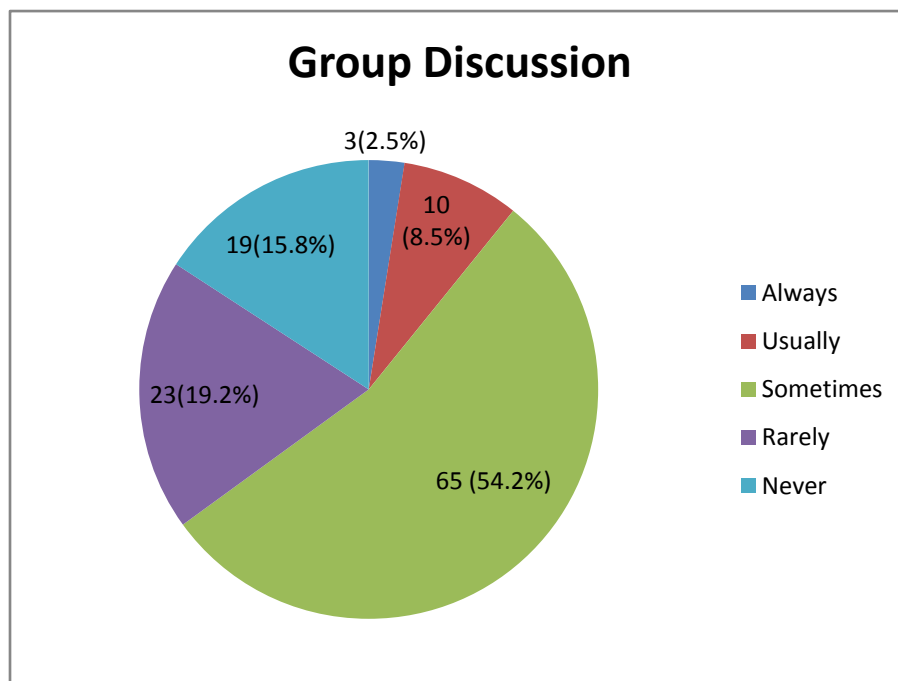


**Figure1.Implementation of questions and answering**

As it can be seen from above graph, majority of the respondents responded usually. About 41(34.2percent) respondents responded that teachers usually used questions and answering in the class room during speaking lesson. This shows that teachers were used questioning and answering when they taught speaking skills. On another hand, respondents responded about 23(19.2percent) and 22(18.3percent) rarely and sometimes respectively. About 18(15percent) of the respondents responded always while 16(13.3percent) the respondents responded never. The mean value was 3.18.

From this, we can infer that teacher used questions and answering during speaking lesson. However, this is not promoted in communicative activities.

### The implementation of group discussion

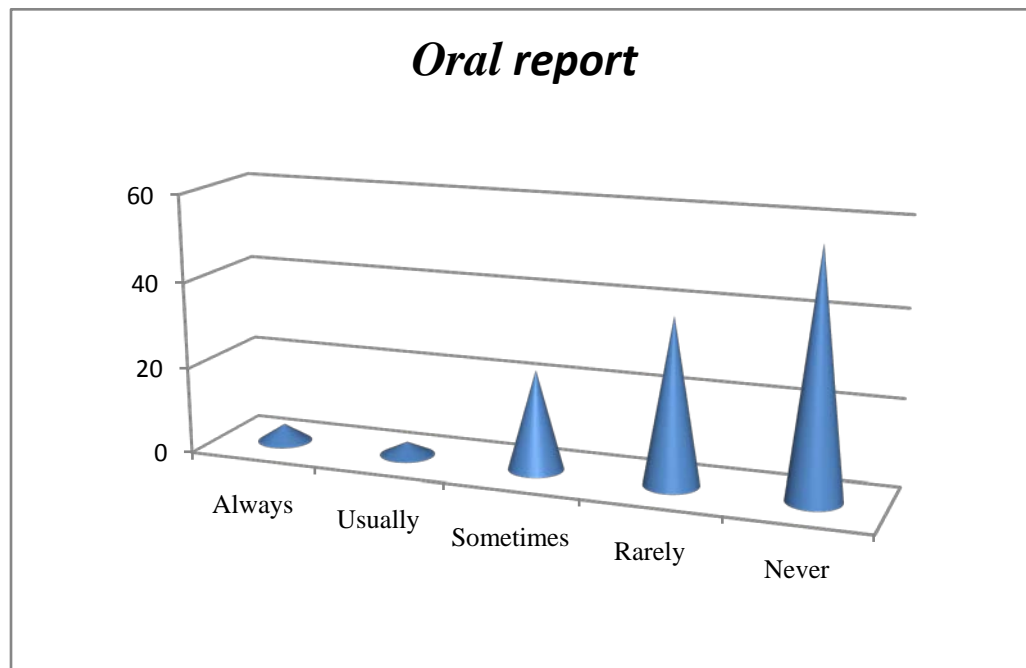


**Figure 2 .The implementation of group discussion**

As it can be seen from above graph, almost all the respondents responded sometimes. About 65(54.2percent) of respondents responded that teachers sometimes used group discussion methods to teach speaking skills in the class room. This shows that teachers could partial implement this technical term when they taught speaking skill. On another hand, respondents

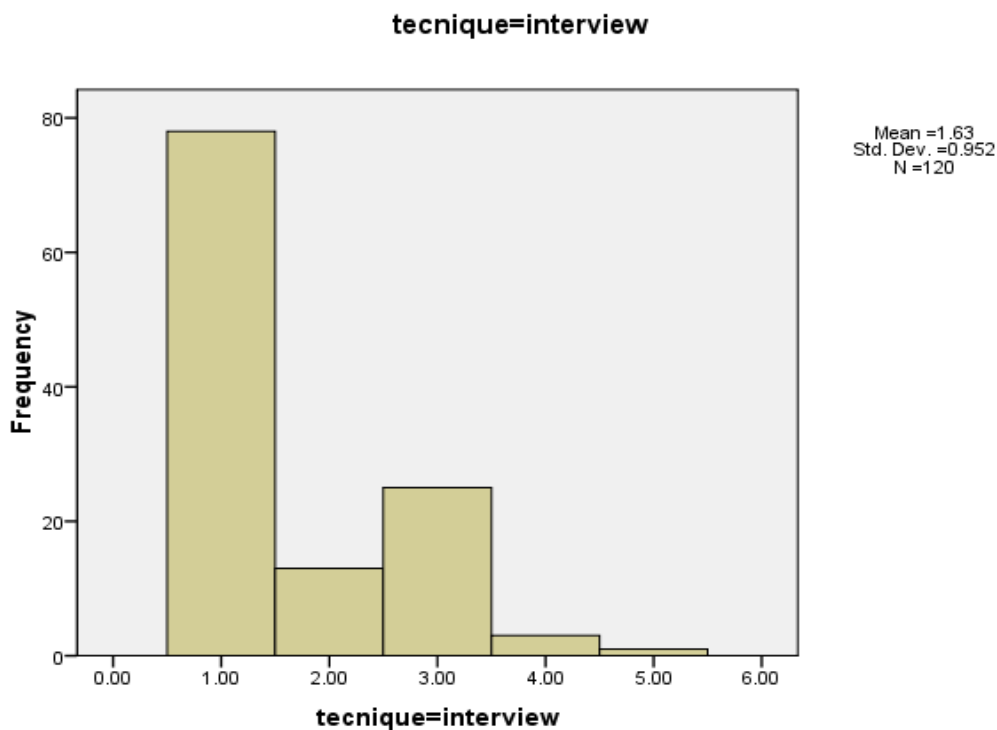
responded 23(19.2percent) and 19(15.8percent) rarely and never respectively. About 10(8.5percent) of the respondents responded usually while about 3(2.5percent) of them responded always. The range of the frequency was 63(51.7 percent).From this, we can infer that teachers sometimes use discussion methods during speaking lesson.

### Implementation of Oral report



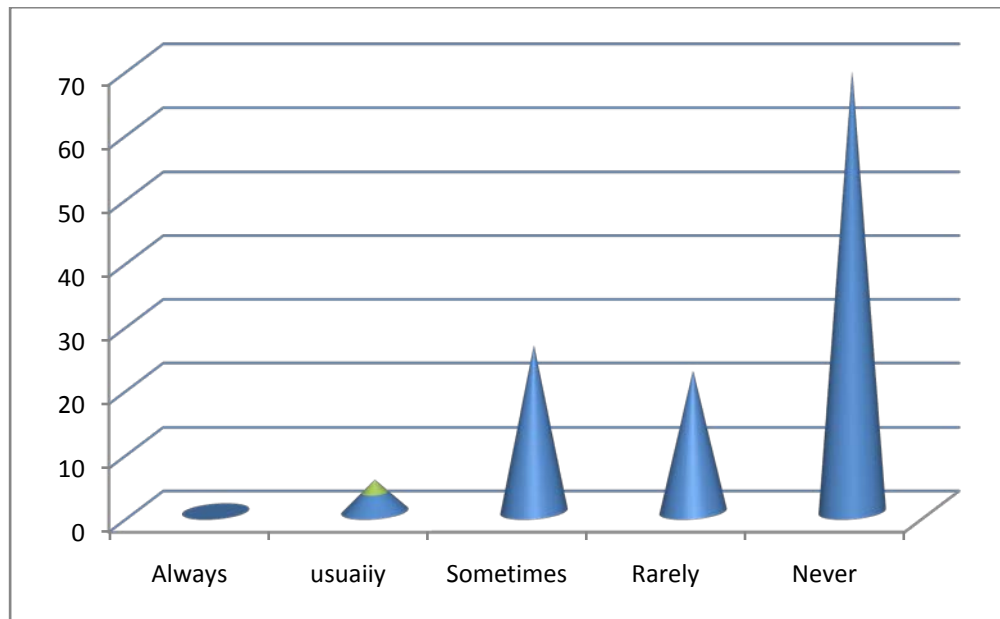
**Figure .3.Implementation of Oral report**

Figure shows that about 56(46.7percent) of the respondents responded never. About 38(31.7 percent) and 23(19.2percent) of the respondents responded rarely and sometimes respectively. About 10(8.5 percent) of the respondents responded usually. None of the respondents responded that teachers always used oral telling in the classroom. From this, we concluded that teachers couldn't use oral report like storytelling, puzzles, riddles, oral report and brainstorming to practice teaching speaking skill. Teachers cannot control the overall topic and purpose of oral telling. Similarly, students can't get free to use language in whatever they wish to develop their speech.



**Figure.4.Implementation of Interview**

Majority of the respondents responded that teachers were not used interview during speaking lesson. About 78(65 percent) of them responded never. This indicates teachers didn't use interview when they taught speaking. About 13(10.8percent) of them responded rarely while 25(20.8 percent) responded sometimes. On the other handed (2.5 percent) of the respondents responded usually. Only one respondent responded always. Only one respondent's responded interview was always used in classroom during speaking less. As Interview was basically important for speaking lesson, teachers didn't use regularly in the classroom. As data indicated in the diagram, the result shows that teachers were not motivating students to practice speaking skill by using interview in the classroom. The mean value and standard division were 1.65 and 0.952 respectively. The mean and standard division also indicated that teachers were not used interview to promote speaking lesson in the classroom.



**Figure 5. Shows implementation of debating**

Possibly, from above graph, one can recognize that 69(57.5percent) of the respondents responded that they were not given enough exercise which can help students to improve their skills. Large number of respondents indicated that teachers weren't implemented debating to practice teaching speaking in the classroom. Teachers didn't implement debating between students. Some respondents' responded teachers implement debating in the class sometimes. About 26(21.7percent) of them responded this ideas. There was rarely implementation that respondents responded about 22(18.3percent) similarly, only 3(2.5 Percent) of the respondents responded usually implementation. None of the respondents responded always.

This indicated that teachers ca not practice debating between students in the regular speaking lesson. Then, teachers can't encourage students to speak and participate actively in debate.

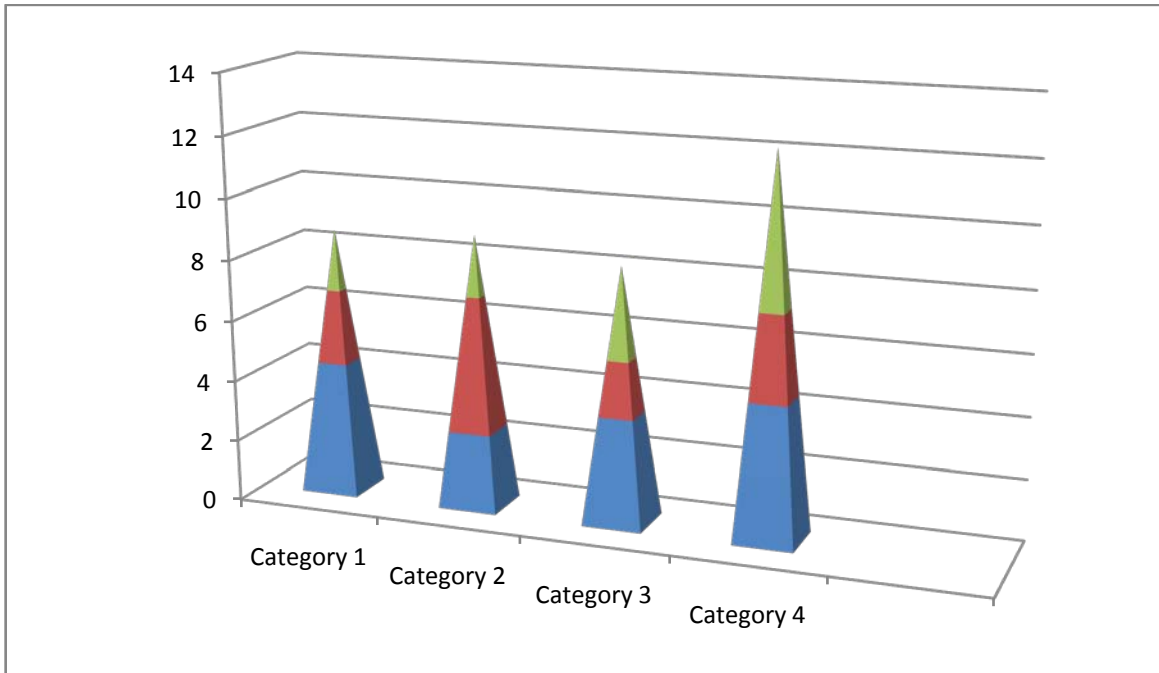
**Table.4.The presentation of speaking activities (n=120)**

How the teachers implemented speaking activities from text books?	Always (5)		Usually (4)		Sometimes (3)		Rarely (2)		Never (1)		Mean
	No	%	No	%	No	%	No	%	No	%	
		0	0%	4	3.3%	57	47.5%	34	28.5%	25	20.8%
<b>Total</b>	<b>120</b>	<b>100</b>	<b>120</b>	<b>100</b>	<b>120</b>	<b>100</b>	<b>120</b>	<b>100</b>	<b>120</b>	<b>100</b>	

**Source; own survey, 2013**

Basically, there were different activities designed under speaking lesson. As it indicated in above diagram, 25(20.8 percent) and 34(28.3 percent) of the respondents responded never and rarely respectively. On another hand, 57(47.5 percent) of respondents responded sometimes. This shows in each speaking lesson teachers used optionally some times. They were not implemented speaking activities from text book during speaking lesson. 4 (3.3 percent) of the respondents responded teachers usually gave the chance for students to present activities in text book during speaking lesson. None of the respondent responded always. The mean value shows that activities of text books sometimes implemented in the classroom during speaking lesson. Due to mean value was 2.33. The result shows this technique partially implemented in the class room during speaking lesson compare with other techniques teachers sometimes used present in the classroom during speaking lesson.

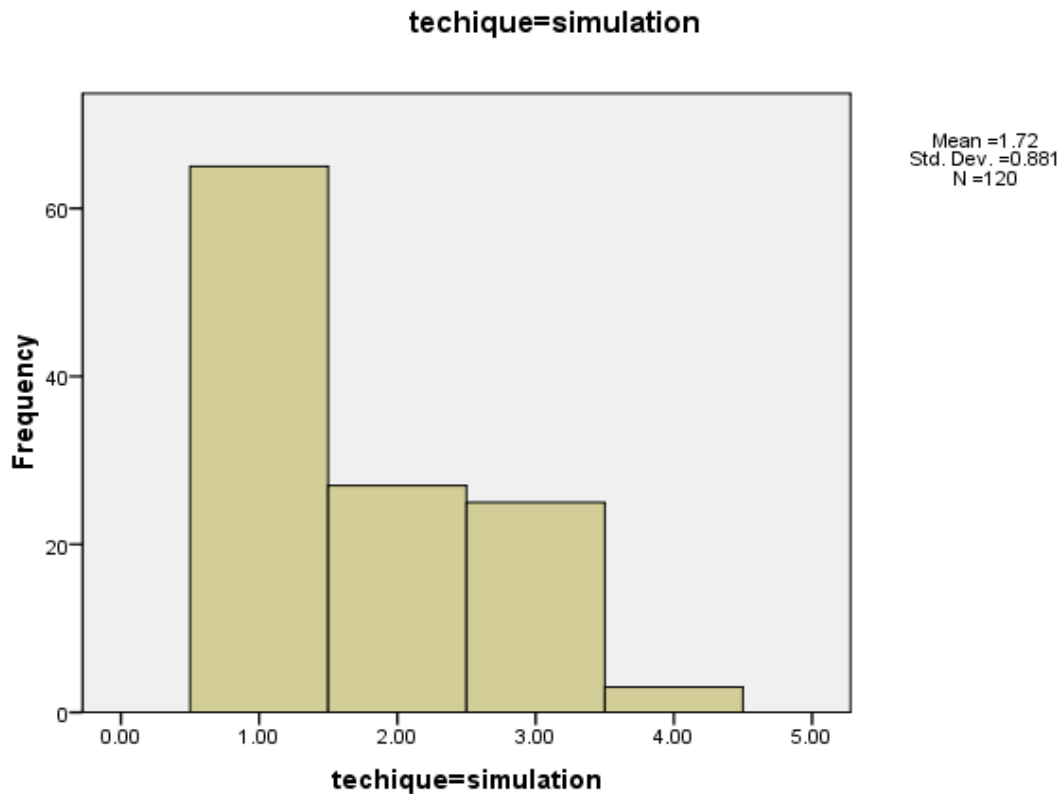
## The implementation of dialogue during speaking lesson



**Figure.6. Shows how teachers used Dialogue**

The graphic clearly shows that, how the teachers implement dialogue (conversation) in the classroom. It is Obvious that majority of the respondents responded never. About 53(44.2percent) of them responded that teachers never used this techniques in the class room. Meanwhile, respondents responded 37(30.8percent) and 28(23.3percent) rarely and sometimes respectively. However, only one (0.8 percent) respondents responded usually. Similarly, one (0.8 Percent) respondents responded always. This indicates that teachers didn't implement these activities to enhance students skill is speaking lesson .The frequency differences (range)between the highest and lowest is 52(43.3percent). Then, this shows that students cannot get the chance to share ideas in order to develop speaking skill by conversation.

## How simulation implemented in the classroom.

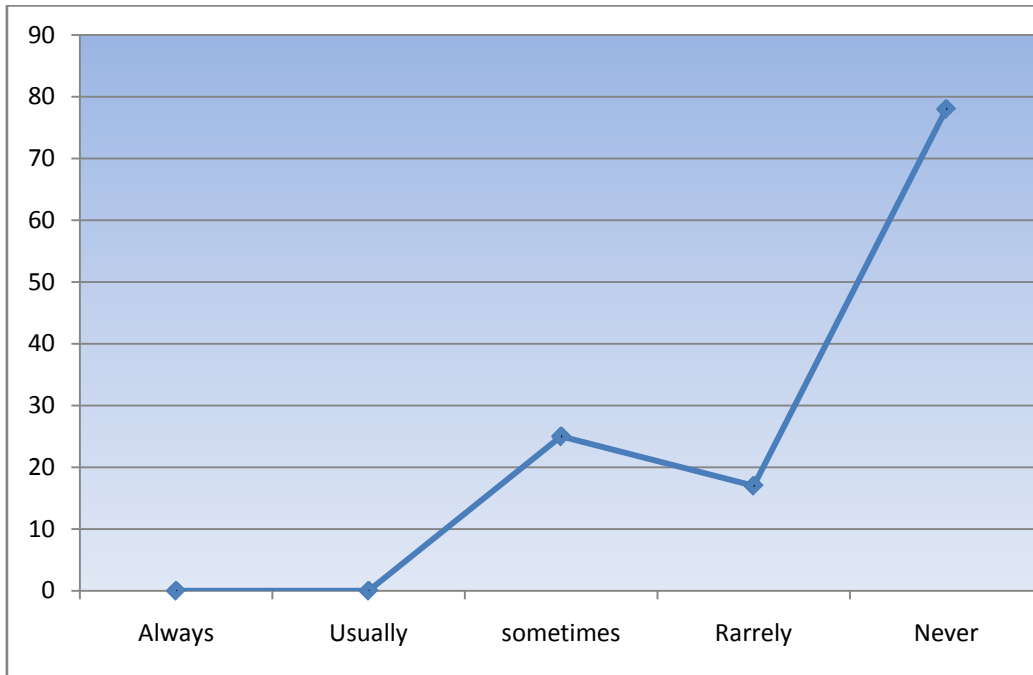


**Figure7.Shows implementation of simulation**

As it can be seen in the above histogram, about 65(54.2 Percent) of the respondents responded never. This shows that teachers could use simulation when they taught speaking skill. 27(22.5 percent) of the respondents responded rarely. About 25(20.8 percent) and 3 (2.5 percent) of the respondents responded sometimes and usually respectively. There weren't any respondents responded always. This indicates teachers were not used simulation to practice teaching speaking in the classroom.

From this result, some one can infer to enhance students' skill teacher didn't implement simulation in the classroom during speaking lesson. The mean value indicated never and similarly, standard deviation indicated never. The mean value was 1.72 and standard deviation 0.881.

## How teachers implemented role play and drama in the class



**Figure 8 shows implementation of role play and drama**

As it can be seen from above graph, almost all the respondents responded never. About 78(65%) of the respondents responded that teachers never used role play and drama in the classroom. This shows that teachers could use role play and drama when they taught speaking skill. On the other hand, respondents about 17(14.2%) and (20.8) rarely and sometimes respectively. None of the respondents responded usually and always. The range of the frequency was 78(65 percent). From this, we can infer that teachers didn't use this technical term during speaking lessons. Role play and drama was promoted in speaking activities. However, students can't get the chance to practice free role play and drama with their own ideas and make up their own language as data indicates.

**Table.5.How the teachers’ implemented games in the class during speaking lesson**

How the teachers implement Games in the class during speaking lesson?		Frequency	Percent	Mean value
	Always (5)	0	0%	<b>1.47</b>
	Usually (4)	3	2.5%	
	Sometimes(3)	15	12.5%	
	Rarely (2)	17	14.2%	
	Never (1)	85	70.8%	
	Total	120	100%	

**Source; own survey, 2013**

As it can see from above table, majority of the respondents responded never. About 85(70.8percent) of the respondents replied that teachers were not implemented games to develop speaking skills of the students in the classroom. This indicates that teachers did not give the chance for students to practice speaking skills using games. Meanwhile, none of the respondents responded always .On the other hand, about 3(2.5percent) and 5(12.5percednt) of the respondents responded usually and sometimes respectively. About 17(14.2) of the respondents revealed that games were rarely implemented during speaking lesson. Similarly, the mean value indicated that games could not implemented by teachers in the class during speaking lesson. The mean value and standard deviation of the data was 1.47 and 0.678 respectively.

Students think that the capacity to speak a language is the product of language learning, but speaking is also 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 theirknowledge of 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).

**Table.6. Strategies used by teacher**

Strategies used by teacher	Strongly agree(5)		Agree (4)		undecided(3)		Disagree (2)		Strongly disagree (1)		Mean	Overall mean
	No	%	No	%	No	%	No	%	No	%		
help me discover what ways of learning work best for me in developing speaking skills	0	0	8	6.7	6.4	23.3	78	65.0	27	22.5	1.96	2.3
help me keep on talking through teaching me speaking strategies	1	.8	4	3.3	3	2.5	68	56.7	44	36.7	1.82	
encourage me to speak English outside the classroom	1	.8	13	10.8	12	10.0	67	55.8	27	22.5	2.12	
help me not be so much concerned with accuracy	1	.8	36	30.0	8	6.7	60	50.0	15	12.5	2.57	
helps me ask for error correction	4	3.3	50	41.7	9	7.5	40	33.3	17	14.2	3.01	
motivate me practice for both accuracy and fluency	2	1.7	49	40.8	9	7.5	43	35.8	17	14.2	2.80	
provide opportunity for me to talk by using pair work and limiting his talk	0	0	30	25.0	4	3.3	57	47.5	29	24.2	2.30	
encourage me to speak English by making short presentation in the class	0	0	21	17.5	13	10.8	58	48.3	28	23.3	2.23	
encourage me to take responsibility in speaking in speaking lesson	0	0	13	10.8	10	8.3	59	49.2	38	31.7	1.98	
experiments me with different ways of using language games, different arrangements of words	1	.8	6	5.0	10	8.3	52	43.3	51	42.5	2.10	

Source: own Survey

Table 6, summarizes the response of the students about the strategies of teaching speaking in the classroom that implemented by teacher. As it is indicated in table, the most frequently responded that teacher responded that teacher discover the ways of learning work best for student to develop speaking skill was disagree. About 78(65percent)of the respondents responded that they were disagree to discover what ways of learning work best for students to develop speaking skill. This shows that majority of them can't implement this points in the classroom. Meanwhile about 27(22.5 percent) of the respondents responded strongly disagree, about (60.7percent) suggested their ideas undecided and 7(6.4percent) responded agree. None of the respondents was responded strongly agree. This indicates that all the teachers can't implement this strategy in the classroom when they taught speaking skill.

Concerning with keep on talking through teaching speaking strategies the respondents responded that 1(0.8 percent) of them strongly agree, 4(3.3percent) of them agree and 3(2.5percent) of them undecided. About 68(56.7) of the respondents responded disagreeThis indicates that majority of the respondents responded that they disagree with keep on talking through teaching speaking strategies' such as using gesture. Mean while, about 44(36.7) of the respondents responded strongly disagree.

Under this strategy, the teachers encourage the students to speak English outside the classroom. Then, concerning to encourage students to speak English outside the class room that the respondents responded, 67(55.8) of them disagree and about 27(22.5percent) of them strongly disagree .Only one respondents responded strongly agree. About 13(10.8) and 12(10) of the respondents responded agree and undecided respectively. This data shows that majority of respondents responded that teachers did not encourage students to speak English outside the classroom.

With respect not to so much concerned with accuracy, the respondents responded that that about 36(30percent) of them agree, about 8 (6.7percent) of them undecided, about 1(0.8) of them strongly agree, about 60(50percent) of them disagree and about 15 (12.5percent) of them strongly disagree. This indicates that half of the respondents responded that teachers cannot be concerned so much with accuracy.

Moreover, the respondents who have agree that teachers emphasize on error correction. About 50(41.7percent) of the respondents responded that teachers asked for error correction. Meanwhile, about 4(3.3percent) of hem responded strongly agree,9(7.5)of them undecided 40(33.3) of them disagree and 17 (14-2percent) of the strongly disagree. Form this, we can infer that respondents agree in some extent that teacher help the students for error correction in speaking lesson.

As it clearly seen form the table that most important strategy used by teachers were motivated students for both accuracy and Fluency. About 50(41.7percent) of the respondents responded teacher motivated students to practice speaking skill in the classroom for both accuracy and fluency. In addition, 2(1.7percent) of them responded strongly agree, about 9 (7.5petrcent) of them responded undecided 43 (35.8percent) of them responded disagree and 17(14-2percent) of them responded strongly disagree. From these points of view, we can infer that teacher were motivated students to practice speaking skill in the classroom for both accuracy and fluency.

From the given in the table, we can understand that there weren't any respondents responded strongly agree teachers provide opportunities for students to talk by using pair work and limiting his talk. On the other hand about 30(25percent) of the respondents responded agree, about 4(3.3) of them undecided, about 57(47.5percent) of them disagree and about 29(24.2percent) of them strongly disagree. Majority of the respondents responded they were disagreeing that teachers provided opportunities for students to speak using pair work. This was described that teachers didn't provide opportunities for students to talk by using pair work and limiting his /her talk.

Regarding encourage students to speak English by making short presentation in the classroom that the responded about 58(48.3percent) was disagree, about 21(17.5percent) of them agree, about 28(28(23.3) of them strongly disagree and 13(10-8percent) of them undecided. None of the respondents was not responded strongly agree. It is clearly important that teacher's couldn't encourage students to practice speaking skill by making short presentation in the classroom.

On the other hand, as regard to encourage students to take responsibilities in speaking skill that the result shows that none of the respondents didn't respond strongly agree .However, about 59(49.2percent) or half of the respondents responded disagree that teachers encourage students to take responsibilities in speaking. About 13(10percent) and 10(8.3percent) of the respondents

responded agree and undecided. This indicates that the teachers of the school couldn't implement these strategies in the classroom.

Concerning to experiments students with different ways of using language games and different arrangement of words, about 52 (43.3percent) and 51 (42.5percent) of the respondents responded disagree and strongly disagree respectively. However, only one respondent responded strongly agree. However, only one respondent responded strongly agree. About 6 (5percent) of them responded agree and 10(8.3percent) of them undecided. This is not to suggest that teacher should not be taught specific experiments .Students training, therefore, cannot be a perspective process, but the teachers should not encourage students to experiments and work out what learning strategies work best for them as individual students in the light of their preferred learning styles.

Based on the overall mean analysis, it was found that the highest expectations of the respond reattach with disagree. This indicates that teachers roles to use basic strategies of teaching speaking skill was way low. On the other hand, the implementations of the teachers were lowest in terms of learning strategies that students take to make their spoken easier.

**Table.7.Students roles in teaching speaking skills**

Students role to learn speaking skills	Always (5)		usually (4)		sometimes( 3)		Rarely (2)		never (1)		Mean	Over all mean
	No	%	No	%	No	%	No	%	No	%		
I speak English outside class	0	0	6	5.0	23	19.2	41	34.2	41	34.2	1.8750	<b>2.02</b>
I ask my teacher for clarification and report back to class	2	1.7	12	10.0	55	45.8	39	32.5	12	10.0	2.6083	
I listen to the discussion and report back to the class	3	2.5	6	5.0	53	44.2	44	36.7	14	11.7	2.5000	
I talk and share an ideas	2	1.6	10	8.3	53	44.2	47	39.2	8	6.7	2.8083	

about topic during speaking lesson												
I ask my teacher or classmates for correction of error in my speaking	1	.8	9	7.5	52	43.3	44	36.7	14	11.7	2.4917	
I try to correct myself when i feel that I am not using the correct form while i speaking	3	2.5	9	7.5	54	45.0	34	28.3	20	16.7	2.5083	
I plan my way of developing speaking	1	.8	9	7.5	41	34.2	34	28.3	35	29.2	2.2250	
I participate in pair and group work	2	1.7	11	9.2	55	45.8	40	33.3	12	10.0	2.5917	
I give appropriate responses for group members	1	.8	11	9.2	48	40.0	50	41.7	10	8.3	2.5250	
I have good relations jip with my group members	3	2.5	13	10.8	45	37.5	43	35.8	16	13.3	2.5333	
I evaluate my weakness and strength in speaking	1	0.8	9	7.5	28	23.3	58	48.3	24	20.0	2.2083	
I speak English clearly and vividly	0	0	1	.8	13	10.8	72	60.0	34	28.3	1.8417	

**Source: own survey, 2013**

Table.7. deals with the roles of the learners to practice speaking skill which in clues speak English outside the class, ask the teacher for clarification and report back to the class, listen to the discussion and report back to the class, talk and share ideas about a topic during speaking lesson ,ask the teacher or classmates for correction of errors, plan the ways of developing speaking , participate in pair or group work, give appropriate response for group members ,evaluate the weakness and strength by themselves and they speak English clearly and vividly.

Referring to all questions that the roles of students in speaking skill. Then, they described the degree of implementation in learning speaking skills as follows:-

- ❖ Concerning implementation of speaking English outside the classroom 0(0percent) of them responded always, about 6(5.0percent) of them usually, about 23(19.2percent) sometimes, about 41(34.2percent) of them rarely and similarly about 41(34.2percent) of them responded never. This indicates that majority of the respondents responded that students were not practiced speaking skill outside the classroom.
- ❖ Concerning ask the teacher for clarification and report back to classroom about 2(1.7percent) respondents responded always about 12(10percent) of them usually, about 55(45.8) of them sometimes, about 39(32.5percent) of them rarely and 12(10percent) of them responded never. From this conclusion, we infer that majority of the respondents responded sometimes. Then students sometime implemented this mechanism in the classroom during speaking lesson.
- ❖ Regarding with listen to the discussion and report back to the class, about 3(2.5percent) of respondents responded always about 6(5percent) of them usually, about 53(44.2percent) of them sometimes, about 44(36.7percent) of them rarely and about 14(11.7 percent) of them responded never. This implies that majority of the students listen to the discussion and report back to the class sometimes.
- ❖ Respect with share an ideas about topic during speaking lesson, about 2(1.6percent) of the respondents responded always, 10(8.3percent) of them responded usually, about 53(44.2percent) of them responded sometimes, about 47(39.2percent) of them responded rarely and about 8(6.7percent) of the respondents responded never. Similarly, this also should that sometimes students share and talk and ideas about a topic during speaking lessons.
- ❖ Another ways of presenting that ask the teacher or classmates for correction of error in speaking that about 52(43.3percent) of the respondents sometimes. This implies that majority of the students implement sometimes in the classroom. On the other hand, about 9(7.5percent) and 44(36.7percent) of them responded usually and rarely respectively. Meanwhile only one respondent s responded this mechanism always implemented in the classroom. About 14(11.7percent) of the respondent that students were never implemented this strategy in the classroom during speaking lesson.

- ❖ Another point that regards to try corrects them when they are using the correct form during speaking. As it is stated in the table, about 3(2.5percent) of the respondents responded always, about 9(7.5percent) of them responded usually, about 54(45.0percent) of them responded sometime. This indicates that majority of the respondents responded that students sometime implemented this mechanism in the classroom during speaking lesson. Similarly, about 34(28.3percent) and 35(29.2percent) of respondents responded rarely and never respectively.
- ❖ Possibly, from the table, one can recognize that students rarely plan ways of developing their speaking skill. About 41(34.2percent) of the respondents responded that they were sometimes plan ways of developing speaking skill. About 34(28.3percent) and 35(29.2percent) of them responded rarely and never respectively. About 9(7.5percent) of them responded usually and none of the respondents responded ways. From this points of view, students did not need to plan in order to develop speaking skill
- ❖ Concerning with the participation of the students in a group or pair work that about 2(1.7percent) of the respondents responded always, about 11(9.2percent) of them responded usually, about 55(45.8percent) of them responded sometimes, about 40(33.3percent) of them responded rarely and about 12(10percent) of the respondents responded never. From this data, we understand that majority of the students did not implement this mechanism in the class. On the other hand students didn't share ideas and information in small group.
- ❖ As far as question and answer is concerned, students give appropriate responses for group members that the respondents responded about 11(9.2percent) usually, about 48(40percent) of them responded sometimes, about 50(41.7percent) of them rarely and about 10(8.3percent) of them responded never. Only one respondent responded always. This indicates that students give responses for group members sometimes.
- ❖ Regarding with good relationship between group members that about 3(2.5percent) of the respondents responded always, about 13(10.8percent) of them usually about 45(37.5percent) of them sometimes, about 43(35.8percent) of them rarely and about 16(13.3percent) of them responded never. Therefore, from this interpretation we infer that majority of the students have smooth relationship.

- ❖ The data indicates only one respondents responded always students evaluate their weakness and strength in speaking. However about 58(48percent) and 24 (20percent) of the respondents responded rarely and never. This shows that almost all of the students didn't evaluate their weakness and strength side in speaking skill. About 9(7.5percent) and 28(23.3percent) of them responded usually and sometimes respectively.
- ❖ Lastly, the purpose of the study is to find problems of students in speaking skill. Respect to this, about 72(60 percent) of the respondents responded rarely. This implies almost of all of the students didn't speak English clearly and vividly. On the other hand, about 13(10.8percent) and 34(28.3percent) of them responded some times and never respectively. None of the respondents' responded always. This shows that all students of Debre Tsige secondary school were not speak English clearly and vividly. From this analysis, we understood that there were not genuine practices of speaking skill in the school. So, they should be some challenge that determined by the level of difficulty of input materials and complexity of the activity compare to the language abilities, back ground knowledge and intellectual abilities of the students.
- ❖ From above finding on can conclude that, majority of sample respondents as indicated by over all mean value are rarely implementation with the roles of students in speaking skill. The mean result of roles of students in speaking skill approximately equal to 2. Similarly, the overall mean value is less than 2.5. This indicates there were not real implementations of speaking skill in the school. Then, the roles of students have a gap in order to perform or achieve the objective of speaking skill in the classroom.

**Table.8. Have you ever practiced speaking skill in the classroom? (n=120)**

Have you ever practiced speaking in the classroom?	Responses	Frequency	Percent
	Yes	30	25%
	No	90	75%
	<b>Total</b>	<b>120</b>	<b>100%</b>

**Source: own, survey**

From the above table 4.5, it is possible to infer that 30(25 Percent) of the respondents responded that they were practicing speaking skill in the classroom, while, 90(75 percent) of the respondents responded that students were not practicing well speaking activities in the classroom.

This indicates that majority of the respondents believe that there were not practicing of speaking skill in the class. Teachers didn't implement speaking skill in the class due to challenge of some kind. Respondents reflect their ideas that the major challenges influence to practice speaking skill like level of difficulty of the input material, complexity of the activity, compared to the language abilities, background knowledge and intellectual abilities of students, shortage of time and number of students in the class. From these points, we infer that there was not sufficient support to enable students to carry out a speaking task successfully.

**Table.9. Teachers Motivation to practice speaking in the classroom (n=120)**

Does your teacher motivate you to practice speaking skill in the classroom?	Responses	Frequency	Percent
	Yes	38	32%
	No	82	68%
	<b>Total</b>	<b>120</b>	<b>100%</b>

**Source: own, survey**

The response for this description proves that largely the teachers didn't motivate students to practice speaking skill in the classroom. As the above table indicates, 38(32 percent) have acknowledged that teachers encourage them to use the language for communication, while about 82(68percent) of the respondents responded that teachers do not encourage students to practice speaking skill.

Therefore, these data shows that majority of the respondents responded that teachers cannot motivate students to practice speaking in the class. Respondents reflect their ideas major challenges that hinder to motivate students in the classroom. These are attitude of teachers, or teachers haven't any interest to teach speaking, little believes of students to learn speaking and little attention to give for speaking lesson.

**Table.10. Classroom comfortable to practice speaking skill (n=120)**

Are the classrooms comfortable for practices speaking skill?	Responses	frequency	Percent
	Yes	52	43%
	No	68	57%
	<b>Total</b>	<b>120</b>	<b>100%</b>

**Source: own, survey**

From this table, we can see that about 52(43 percent) of the respondents responded that classroom situation was comfortable for practice speaking skill. Meanwhile, about 68(57 percent) of the respondents responded that classroom situations was not comfortable for practice teaching speaking skills. This indicates that classroom situation was not comfortable for practice speaking skill. Then, classroom situation was one factor that that impact to practice teaching speaking in the classroom.

**Table.11. Supplementary materials used in the class to practice speaking (n=120)**

Are there supplementary materials used in the class that help you to learn speaking?	Responses	Frequency	Percent
	Yes	18	15%
	No	102	85%
	<b>Total</b>	<b>120</b>	<b>100%</b>

**Source: own, survey**

As it is clearly seen from table 11, all most all of the respondents responded that teachers were not used additional materials in the classroom to teach speaking skill. About 102(85 percent) of the respondents responded” No”. This shows that teachers didn’t use supplementary materials and teacher made teaching Aids like chart, diagram, models flashcards, maps, wall chart and

audio-video materials' in the class room However, only 18(15 percent) of the respondents responded that teachers were used supplementary materials to teach speaking skill.

When group are too large, students may not be able to maintain the close physical space that enables all members to participate in the discussion or activities. As mentioned by Putman (1997:60) students may deliberately refuse to participate in speaking activities. When groups are very large in some classes, one or few students may dominate the discussion and some times it is difficult to hear others in group discussion and the students will simply tune out.

**Table .12.Major challenges that influence the practice of teaching speaking skills**

Challenges influence to practice teaching speaking skill in the classroom	Very serious		Serious		Somewhat serious		Low serious		Very low serious		Mean	Over all mean
	No	%	No	%	No	%	No	%	No	%		
Problems of large number of students in the classroom.	60	50	30	25	15	12.5	9	7.5	6	5	4.07	3.34
Little interest of the students to learn speaking skill	58	48.3	27	22.5	18	15	10	8.3	7	5.8	2.1	
Lack motivating students during speaking lesson	55	45.8	33	27.5	21	17.5	10	8.3	1	0.8	4.09	
Weak organization of making students in pair or group work to teak speaking.	38	32	44	37	30	25	6	5	2	1.6	3.91	
Teachers' negative attitude towards teaching speaking skills.	35	29.2	27	39	29	24.2	5	4	4	3.3	3.2	
Shortage of sufficient time give for learners to participate in speaking Lesson	39	32.5	53	44.2	20	16.7	8	6.7	0	0	2.73	
Lack of exposure or practice speaking skill outside the classroom.	41	34.2	46	38.3	16	13.3	9	7.5	8	6.7	3.85	
Problems of Give clear direction for student to speak in the class	26	21.6	32	26.7	41	34.2	12	10	9	7.5	3.45	
Lack of get all students to participate in speaking	29	24.2	56	46.7	31	25.8	4	3.3	0	0	2.55	
Problems of controlling all students in the classroom	31	25	29	24.2	42	35	8	6.7	10	8.3	3.52	

Source: own survey, 2015

From the given in the table, it indicates that challenges that influence to practice teaching speaking skill in the classroom .About 60 (50 percent) of the respondents responded that problems of large number of students in the classroom was very serious. This shows that many respondents responded a large numbers of students were the main challenges that influence to practice teaching speaking skill in the classroom. Similarly, about 30(25percent) of the respondents responded a large number of student serious problems in the classroom. On the other hand, 15 (12.5 percent) and 9 (7.5 Percent) of the respondents responded a large number of students in the classroom somewhat serious and low in serious respectively. However, only (6 percent) of the respondents responded number of students very low serious to practice speaking skill. We can understand from this discussion, a large number of students were a major challenge to implement speaking skill in classroom.

Concerning students interest to learn speaking skill that respondents responded about 58(48.3 percent) very serious, about 26(22.5 percent) responded serious about 18(15 percent) responded somewhat serious, about 10 (8.3 percent) responded low in serious and only about 7 (5.8 percent) of the respondents responded very low in serious. This indicates that students haven't a desire or need to learn speaking skill in the classroom. Then, students' opinions, interests, experience and make use of them were the major challenges that impact to practice teaching speaking skill in the classroom.

Possibly from the table, one can recognize that 55(45.8 percent) of the respondent responded that lack motivating students was very serious to practice speaking skills. This shows that teachers didn't encourage students to take responsibilities for their learning speaking skill. Meanwhile, about 33(27.5 percent) of the respondents responded that skill was serious problems in the classroom. One the other hand, 26(17.5 percent) and 10 (8.3 percent) of the respondents responded same what serious and low in serious respectively. One respondent responded that lack of motivating students during lesson was very low in serious .From this points, we concluded that teachers didn't use this method that students have a confident and make his /her lessons interesting and enjoyable.

Regarding with weak organization of making students in pair or work to teach speaking skill, about 38(32 percent) of the respondents responded that very serious. Whereas, the respondents responded about 44(37 percent) was a serious problems to organize students in pair or group

work to teach speaking skills. This shows that teachers have problem of organized students in group or pair in speaking activities. On the other hand, about 30(25 percent) and 6(5 percent) of the respondents responded somewhat serious and low serious respectively. Only 2 (1.7 percent) of the respondent responded organizing students in pair or group work to teach speaking skill was very low serious. From this, we infer that teacher can't organize the class to work in groups as well as all together to teach speaking skill. Then, Weak organization of making students in pair or group work was major challenges that influence the practice of speaking skills.

As data indicated, teachers have negative attitude towards teaching speaking skills, due to, the respondents responded 35(29 percent)and 47 (39percent) very serious and serious challenges respectively. However, the respondents also responded 29 (24 Percent) somewhat serious. Similarly, the respondents responded about 5 (4 percent) low serous and 4(3.3 percent) very low serious. This factor also challenges to practice speaking skill in the classroom.

Concerning with shortage of sufficient time give for learners to practice speaking skill, about 39(32.5percent) of respondents responded very serious, about 53 (44.2) of the respondent responded serious, about 20(16.7 percent) responded somewhat serious and about 8(6.7 percent) of the respondents responded low serious. However, none of the respondents responded very low serious that sufficient time give for learners to participate in speaking lesson. This indicates that sufficient time didn't provide for students to practice speaking skill in the classroom.

Respondents responded that about 41 (34.2 percent) very serious in exposure or practice speaking skill outside the classroom. On the other hand, 46(38-3) of the respondents responded serious points. About 16(13.3 percent) and 9(7.5 percent) of them responded somewhat serious and low serious problems to practice speaking skill respectively Meanwhile,8 (6.7 percent) of the respondents responded very low serious problems we grasp from this expression that lack of exposure or practice speaking outside the classroom was major challenges that hinder speaking skill.

Problems of give clear direction for students to speak English in the classroom were somewhat serious problems. This is because 41 (34.2) of the respondents responded the problems was somewhat serious to practice speaking skill. This indicates that teachers give clear direction and instruction in some extent in the class for students during practice of speaking. About 26(21.6

percent) of the respondents responded very serious while about 32(26.7) responded serious. Whereas 12 (10percent) and 9 (7.5 percent) of the respondents responded low serious and very low in serious respectively.

As the data indicates, another serious challenge was getting all students to participate in speaking lesson. About 56(46.7) of the respondents responded serious. This shows that majority of the respondents responded that all students can't get chance to participate in speaking activities. On the other hand, about 29(24.5 percent) of them responded very serious, about 31 (25.8 percent) responded somewhat serious and 4 (3.3 percent) low in serious. None of the respondents responded very low in serious that all students to participate in speaking activities.

Respect with controlling all students in the classroom respondents responded about 31 (25.8 percent) very serious while about 29(24.2) percent responded serious. Meanwhile, 42 (35 percent) responded somewhat problems that teachers controlling all students in the classroom during speaking lesson. Respondents responded 8(6.7 percent) and to (8.3 percent) low serious and very low in serious respectively. From this, we infer that were a challenge of controlling and manage all students in the classroom to participate or practice speaking skill.

Generally, as data indicated, the major challenges those impact the practice of teaching speaking skills were large number of students in the classroom, little interest of students to practice speaking lesson, lack of motivating students, weak organization of making students in the classroom, shortage of sufficient time give for learners to practice speaking, lack of exposure, lack of get all students to participate in speaking lesson, teachers' negative attitude toward teaching speaking and problems of controlling all students in the classroom. Due to, respondents responded these factors very serious and serious challenges to practice speaking skills.

Suggestion and recommendation of the respondents' ways to overcome problems that hinder the practice of speaking skill in the classroom, respondents are forwarded the following recommendations for the improvements of speaking skill.

- ❖ Students ought to use the language any time wheat they are with their friends
- ❖ Teachers had better encourage students when they practice in the classroom.
- ❖ Students showed be avoid frightens to speak with their friends
- ❖ Teacher showed make clear aims and objectives of the lessons.

- ❖ Teachers organize the class to work in groups as well as all to gather.
- ❖ Teachers should be organized variety of speaking activates for students.
- ❖ Shows interest in students, opinions, experience and make use of them.
- ❖ Provide enough time for student to practice speaking skill
- ❖ Teacher showed be made his/her speaking lesson interesting and enjoyable by using different techniques and strategies.

## 4.2.The Analysis and presentation of classroom Observation

The role of Teachers in teaching speaking skills to see if the teachers play their role effectively nine teaching speaking skill, check list was prepared used during the classroom Observation as follows

**Table.13.Check List for identifying the role of teachers in teaching Speaking skill**

Are the following sentences roles of teachers when they are teaching speaking lesson in the classroom?	Teacher 1						Teacher 2						Teacher 3					
	Day						Day						Day					
	One		Two		Three		One		Two		Three		One		Two		Three	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Arranging and organized group		x	x		X	x	x		x			x	x		x		X	
Practice speaking skill in meaningful		x		X		x		x		x		x		x		x		x
Give the chance for students to participate in speaking Lesson		x		X		x	x		x		X			x		x		x
Advising students to use their own strategies to learn speaking.		x		X		x		x		x		x		x		x		x
Guiding and	X		X	X		x		x	x		X	x		x		x		x

supervising during group work or																		
Give for students appropriate amount of time to practices speaking in the class		x		X		x		x		x		x		x		x		x
Encourage students to speak in English		x		X	X		x	x		x		x		x		x		x
Provide the students with activities for free expression.		x		X		x		x		x		x		x		x		x
Monitoring students performance to see that it is satisfactory,		x		X		x		x		x		x		x		x		x
Facilitate the communication process between all participants in the classroom		x		X		x		x		x		x		x		x		x

**Source: own survey, 2015**

As mentioned in the third chapter of this paper, 9(nine) successive classroom Observations 3 (three) day for each section were made to see the classroom practice of teaching speaking skills. The observation were made according to the check list prepared for this purpose

The check list was used and filled for all of 3 days separately for three (3) classes of study. But the final date were presented as depicted above as can seen from the checklist all observed teachers were present` speaking lesson traditionally. There were not used active modern communicative approaches. For all three observation days teachers used only explanation method without participation. They were not see selecting the new materials to be learned like expressing certainty and uncertainty, asking for and giving opinion commands and telling stories

Moreover, the teachers were not seen giving each of the performance a chance to participate in seen giving each of them in speaking under practice. Even though this partly due to large Class size, the teachers were repeatedly seen giving some chances only to high achievers. Three of them were not seen using monitoring students' performance to see that it is satisfactory. The main activities done in the classroom were seen to be reading speaking activities, asking and answering questions sometimes through all observation class. Very few students tried to speak English in the classroom.

Generally, form the data we conclude that all teachers would try to arranging and organizing group discussion. However, three of them were not us used a meaningful practice of speaking skill, did not provide the students with activities for free expression and give appropriate amount of time for students to practice speaking in the classroom.

On the other hand, only one teacher tried to give the chance for students (higher achievers redundantly to participate in speaking). Three of them were not advising students to use their own strategies of learning speaking in the classroom. All teachers were not seen to guiding, supervising and monitoring during group work or pair work. Similarly, all teachers were not seen when they encourage students to participate in speaking and facilitate the communication process between all participants in the classroom.

## The roles of teachers in using Teaching techniques

**Table.14. the Checklist for identifying techniques used by teachers**

Techniques used by teacher in the classroom when to teach speaking skills?	Teacher 1						Teacher 2						Teacher 3						
	Day						Day						Day						
	One		Two		Three		One		Two		Three		One		Two		Three		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Teachers implemented discussion Methods		x		X		X	x		x			x	x		x		x		
Teachers implemented debating		x		X		X		x		X		x		x		x		X	
Teachers used interview		x		X		X	x		x		x		x		x		x		X
Used role play and drama to practice speaking		x		X		X		x		X		x		x		x		X	
Using oral report in lesson		x		X		X		x		X		x		x		x		X	
Used questions and answering	X		X		x		x		x		x		x		x		x		
Using Dialogue in the classroom	X		X		x		x		x	X		x		x		x		X	
Using different games in the classroom		x		X		X		x		X		x		x		x		X	
Implementation Simulation		x		X		X		x		X		x		x		x		x	
Used to present activities in the classroom	X		X		x	X		x		X		x		x		x		x	

Source: own survey, 2015

As far as the 9 continuous observations are concerned, it shows that the teachers were not using modern techniques' to develop students speaking abilities. From three teachers only on teacher tried to use discussion method one day. The techniques were used that seen in three of them were questions and answer, reading blank dialogue, give opinion giving instruction, interpret activities by themselves and used translation. Hence, three of them were not used effective techniques which are basic for practice and productions stages in order to teach speaking skills. They were not seen using active learning or learned-based joint discussion, oral report, role play and drama, interview, debating, learner- learner description and recreation, games, simulation presentation activities and interview

This shows that teachers were not used communicative approach when they taught speaking skill to develop students' ability in speaking. Three of them could not design their own activities that promote communicative approach or communicative Language Teaching. There was not seen active learning that all students participated in discussion.

**Teachers' roles practice teaching strategies.**

**Table.15. Check list for identifying strategies used by teachers.**

Strategies used by teacher in the classroom when teach speaking skills.	Teacher 1						Teacher 2						Teacher 3					
	Day						Day						Day					
	One		Two		Three		One		Two		Three		One		Two		Three	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Help students to practice best		x		x		X	X		x			x	x		x		x	
Keep on talking through only in English		x		x		X		x		x		x		x		x		x
Encourage students for prior correction in the	X		x		x		X		x		X		x		x		x	

class																		
Help students not to concerned so much on accuracy	X		x		x		X		x		X		x		x		x	
Motivate students for both accuracy and fluency		x		x		X		x		x		x		x		x		X
Provide opportunities for students to speak by limiting his/her talk		x		x		X		x		x		x		x		x		x
Encourage students to take their responsibilities in speaking lesson		x		x		X		x		x		x		x		x		X
Experiment students with way of language use		x		x		X		x		x		x		x		x		x

**Source: own survey, 2015**

Regarding the strategies used to develop speaking abilities of the students, they w were rarely seen to help learners what ways of learning work best for them. None was Observed helping learners find quick ways way of recalling what they have learned, forexamples through experiences and personal memories. Generally, three of them were not seen to use strategies that help students to learn speaking skill like experiments students with language use, provide opportunities for students to speak by limiting his/her time, and motivate students for both accuracy and fluency and students on talking only in English. All teachers were seen to focus on keeping students for accuracy and prior correction in the classroom. This indicates three of them

were observed not using effective teaching strategies which help students develop speaking skills.

### The roles of students

To identify the roles of students play in their classroom the effort they make to learn speaking skills, the following check list was used.

**Table.16. Check list for identifying roles of the students in the class**

Are the following sentences the roles of the students when they are learning speaking skill in the classroom	Teacher 1						Teacher 2						Teacher 3					
	Day						Day						Day					
	One		Two		Three		One		Two		Three		One		Two		Three	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Participate in group or pair work	X			x		X	X		x			x	x		x			x
Ask the teacher for clarification		x		x	x			x		x		x	x			x		x
Listen to the discussion and report back to class		x		x		X	X		x		x			x		x		x
Talk and share ideas about atopic during speaking lesson		x	x		x			x		x		x		x		x	x	
Have a good relationship with group	X			x		x		x		x		x		x	x			x
Give appropriate response for group members	X			x		X	X		x		x	x		x		x		x
They are interesting to learn speaking		x		x		X		x		x		x		x		x		x
They speak English clearly and vividly		x		x		X		x			x			x		x		x

Source: own survey, 2015

Rubin and Thomson (1982) recommended that student need to use different strategies to develop speaking skills However, the students were observed to be almost passive. They were rarely seen asking question and answering for clarification and participate in group or pair work. They were hardly observed talking and active participation in pair or group work It could be seen that they showed little individual effort and interest toward the existing work or activities. Almost no students were observed using a limited number of strategies to learn speaking. None of the students asked for error corrections and help themselves to practice speaking skill. Moreover, no one observed using different styles of speech.

Generally, the roles of students to learn speaking skill in the classroom was passive. They were not seen all students tried to participate in group or pair work, report back to classmates, ask teacher freely, talk and share idea with each other, give appropriate responses for group members' interest to learn English and speak English clearly and vividly.

Meanwhile, they can be seen that students have been good relationship even if they communicated with first language. This shows that students were also making less effort to learn speaking skills.

#### **Materials used by teachers in the classroom**

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

**Tabl.17. Checklist for identifying materials used to practice speaking lesson.**

Teaching materials used to teach speaking skills in the class	Teacher 1						Teacher 2						Teacher 3					
	Day						Day						Day					
	One		Two		Three		One		Two		Three		One		Two		Three	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
They are used chart, Maps, diagram Models, Flash cord and wav chart		x		x		x		x		x		x		x		x		x
Tape-record to record sound of students during presentation		x		x		x		x		x		x		x		x		x
They are used CD, DVD. and television in speaking lesson		x		x		x		x		x		x		x		x		x
They are used activities of textbook	X		x		x		X		X		x		x		x		X	
References that promote communicative activities		x		x		x		x		x		x		x		x		x

**Source: own survey, 2015**

Language teachers are expected to use different materials such as audio-visual(Television, DVD,CD- Room Tape-record, radio cassette) teacher made or readymade teaching aids ( Picture, models diagrams, chart, tables maps, flash cards to supplement the lessons and activities designed in the text books (Brumfit 1979, Allwright 1981). However, as can seen from the checklist above, no teachers were found using any one of above mentioned materials except text books. They were not seen when they used chart, maps, diagram, Flashcards, Wall chart, tape-record, CD, DVD, television, and another spoken books that promote communicative activities

or output. This indicates that they were not playing active role in preparing, adaption or modifying materials to develop their learners speaking skill.

### Challenges that affect practice teaching speaking in the classroom

To be observed major challenges that affect practice of teaching speaking skill, the following check list was used.

**Table.18.The check list for identifying classroom Observation**

Are the following sentences the major challenges that affect practice of teaching speaking in the classroom?	Teacher 1					Teacher 2					Teacher 3							
	Day					Day					Day							
	One		Two		The e	One		Two		Three e	One		Two		Three e			
	Ye	No	Ye	No	Ye	No	Ye	No	Ye	No	Ye	No	Ye	No	Ye	No		
Large number of students in the classroom.	X		x		x			x	x		x		x	x		X		
Classroom setting arrangement or pattern	X		x		x			x	x		x			x	x		X	
Allowing sufficient time for learner to participate in spacing	X		x		x		X		x		x		x		x		X	
Teachers have negative attitude toward teaching speaking activities	X		x		x		X		x		x		x		x		X	
Motivating students during speaking lesson	X		x		x		X		x		x		x		x		X	
Give clear direction before they are starting to practice speaking skills.	X		x		x		X		x		x		x		x		X	
Get all students to participate in speaking	X		x		x		X		x		x		x		x		X	
Manager or controlling all students in the class	X		x		x		X		x		x		x		x		X	
Interesting of students to learn speaking Lesson.	X		x		x		X		x		x		x		x		X	
Back ground knowledge of the students.	X		x		x		X		x		x		x		x		X	

Source: own survey, 2015

As regards classroom setting pattern arrangement, the whole class methods was observed to be the dominant one for the entire sessions of the visits teachers rarely used pair work or group work due to large number of students in the class room. The nature of setting (the desks which are not movable) and the size of class (61-70) students were also found to be unfavorable to teach speaking skills in a desired way (Pair and group). Three of them were not seen that allowing sufficient time for students to participate in speaking lesson and motivate students during speaking was major challenges in the classes to implement speaking activities

As the research clear observed back ground knowledge of the students, interest of the students to learn speaking lesson, teachers attitude toward teach speaking skill, get all students to participate in speaking and large number of students were the major challenges of practice speaking skill in the classroom. But, it can be rarely seen that teachers give clue direction before they were started speaking lesson.

Another points that observer observed during observation days, in the first week (from April 18-22/08/2005) the students from three(3) classes were working on the nine (9) unit, under the speaking topic, "traditional objectives". The first teacher wrote examples of picture from text books on the blackboard. The teacher made his students decided to describe about the given picture from text books. After that he told them to write sentences based on the order they put individually. Finally, some students read the sentences to the class. In this class, no group discussion, or pair work was seen to be done by students to the class. There was no interactive ways of teaching speaking skills. However, the teacher of other class or section tried to make the students discuss in group to describe about traditional objectives. Then the teacher gave the chance only for one student that represents the group to read the sentences for the class. The third class of teacher was of teacher similar with the first one. First he tried to give examples for students. Then he gave a chance for students to write about traditional objectives on their exercise book. After that some students read for the class.

The second week (from April 25-30/08/2005) the students were working on the unit nine (9), under the speaking topic of, "Asking for clarification". The first class teacher wrote the use of a range of expressions to ask for repetition and clarification on page 165 on the blackboard. Then the learners take a note from a blackboard on their exercise book. In this class students didn't work with partner to practice giving instruments on how to draw picture and partner interrupt

frequently to ask clarification by responded rephrasing. The second teacher was given for the students first to write words that express about asking for clarification from text books on page 165. After that he tried to express the meaning of the words by himself. Then, the students tried to discuss in group. However, students didn't get the chance to speak in the classroom about topic give instruction of their village, school, and sport. The third teacher also write a range of expression to ask repetition and clarification such as please repeat that , sorry I didn't catch the last part, sorry you have lost me, what was that again, are with me and let me put it another way. It was not seen when the teachers gave appropriate practice for the students in the class.

The third week (from May 5-9/09/2005) the teacher of the first class started the lesson by giving the answers to the homework. The students were asked to tell their answers. Then the teacher told his students to work under the topic of speaking lesson "Agreeing,disagreeing and giving opinions". The first teacher gave the chance for students to read opinions using expressing words for students by providing examples. There was not seen when students discuss in group and share ideas by them.The second teacher tried to make students in five groups. The students discussed in Afan Oromo and they were writing words that describe agreeing, disagreeing and giving opinions. Then, he wrote one sentences as example for students. Examples, I think learning to swims a waste of time. He tried to give a chance for students to write sentences express agreeing, disagreeing and giving opinions individually.

From the data presented, so far, one can infer that students were observed reading speaking activities from text book, discuss in their native language, writing the activities, writing sentences, on their exercise book and answering questions. Sometimes they were discussed in group in the class. No teacher was observed using activities develop on speaking skills such as information gap activities, opinion gap, problems solving, role play, drama, storytelling, oral report, interview, games, simulations, project base activities and debating that promote communicative approach.

Generally, this indicates that there were many challenges that face teachers and students to implement or practice speaking skill in regular classroom during observation.The classroom observation data also showed that teachers were not playing active role using speaking skills, teaching techniques and strategies. It also indicated that supplementary materials and activities promote speaking lesson were not used throughout the observations sessions.

Lastly, the data revealed that, there were not convenient sitting arrangements to conduct group discussion. Consequently, it could be observed that students have poor speaking performance.

### **4.3. Analysis of the interview questions**

#### **4.3.1. Teachers Interviews**

The researcher prepared eight (8) interview questions for teachers (**See the Appendix**). The contents of the interview questions are major problems hinder students to learn speaking, roles of students to practice speaking, belief of students to learn speaking, techniques and strategies used by teachers to teach speaking, major challenges affect teachers to teach speaking, the materials used to develop the activities and his/her suggestions forward to practice teaching speaking

Asked questions those problems of have you face from students and classroom situation when they have taught speaking skills three of them said that students have no interested to learn speaking, students have no confidence, and have no experience and make use language. Form classroom situation one teacher said that number of students over crowded, have no clear seating that enables students to work in groups, no comfortable table and the physical condition of the classroom was not suitable to practice speaking skills.

From question asked from your experience what major problems hinder students to learn speaking. All most all teachers said that similar responses. Major factors that affect students to learn speaking skill were back ground knowledge, interest of students, teachers' motivations, physical condition of the classroom, weak organization of making students and lack of exposure.

For question asked roles of students in practice speaking skills. One teacher said that students did not participate in the speaking activities such group work (Pair work) role play, drama, interview, Oral report and any communicative output due to lack of interest and confidence. Another teacher said students have no plan to develop their speaking skills. Similarly, one teacher also replied that student did not have interest to be involved in speaking lesson

Regarding the belief of students to learn speaking skills all teachers replied the same ideas. Learners' attitude toward teaching speaking was very less. Students shy afraid and no confident to speak English.

All teachers almost responded the same ideas respect to teachers' techniques and strategies used to teach speaking skills. All teachers emphasize on grammar rather than speaking lesson. They were using only to cover the content programmed in their annual lesson plan. All most all teachers said that they were not designed a activities that promote speaking skills like debating, interview, games simulations, conversation and oral report. But one teacher said that they didn't enough time to use communicative activities.

All teachers responded that they were used teaching materials like CD, TV, cassette, tape record and teacher made aids like diagram, chart, flash cards and maps. Then teachers did not use supplementary materials in the classroom

Generally, the data from teachers' interview, we can infer that teachers were not using appropriate techniques, strategies, communicative activities and materials (aids) to teach speaking skills. There were challenge like interest or belief of the students, number of students, attitude of the teacher and classroom condition major factors affect to teach speaking skills. It could also be recognized that they were not playing active roles in teaching speaking skills

#### **4.3.2.Students' interview**

Eight (8) 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 interview on their experience of learning speaking skill using seven questions, which are semi-structured (**See the Appendix**) The contents of the questions are problems faced during practice of teaching speaking skills, attitude and belief of teachers to teach speaking skill, techniques and strategies used by teacher, teachers roles in teaching speaking skills, major challenges to practice speaking lesson and materials (teaching aids) used to teach speaking skill in the classroom

Concerning problems have you faced during practice of teaching speaking skill in the classroom all respondents said that teachers didn't organize the class to work in group as well as all together. They didn't manage tasks to help students feel they were succeed in speaking, large numbers of students and the physical conditions of the classroom situation affect learning speaking skill in the classroom.

Regarding with attitude and belief of teachers to teach speaking skill; there students replied that teachers have no a sense of humor, teachers no encourage student to take responsibilities for their practice, and teacher didn't interest to teach speaking. Meanwhile, one student responded that teachers have no clear aims and objectives of speaking lesson.

Most of them teachers waste their time to teach vocabulary, grammar and reading passage. Similarly, another respondent said that teachers didn't make his/her lesson interesting and enjoyable. Teachers didn't get all students to participate in speaking lesson.

Respect with question how the teachers do implement speaking skill in the classroom? Techniques' and strategies of teachers implemented in the classroom to teach speaking skills. Almost all students responded similar ideas. Teachers used traditional methods of teaching. They didn't participate students actively in communicative activities such as pair work (group discussion), role play drama, interview, oral report, debating, game, simulation and present activities. Similarly, the respondents responded teachers didn't organized or designed a variety of learning activities that promote speaking lesson

Concerning what do you suggest with regard to teachers roles to practice of teaching speaking skill, two students responded that teachers should be have good friendly rapport with students, maintain discipline, keep students under control of the lesson. Another three students suggested that teacher should be give a chance for students to participate in group discussion, guide and supervising during group work and facilitate communication process between all participant in the classroom .Similarly, another students responded that teachers didn't motivate students to participate in speaking, not clearly explain on speaking lesson and not provide students with activities free expression.

Asked what major challenges face to practice teaching speaking skill that majority of the respondents' responded teachers have not positive attitude toward to teach speaking lesson and large number of students in the classroom. Other respondents said that they were not give sufficient time for students to practice speaking lesson. On the other hand, two respondents replied that students have not interested to practice speaking skill, only one respondent responded students have no confidence to practice speaking in the classroom. The background

knowledge of the students was major challenges for teachers to implement speaking like teachers want.

Lastly, concerning materials teachers used in the classroom to teach speaking skills, almost all students responded teachers didn't use teachers made teaching aids like chart, diagrams, maps, Flashcards and graphs .Similarly, they replied that they didn't use CD,TV, Video and tape record.

Concerning question asked what are you suggested to overcome problems that affect the practice of teaching speaking ; all students are forwarded the following suggestion that to improve practice of speaking skill in the classroom

- ❖ Teachers had better encourage them to exercise the speaking skills
- ❖ Students should avoid fear to speak in the classroom.
- ❖ Students ought to try to use the English language any time when they are with friends
- ❖ Teachers made his/her lesson interesting and enjoyable.
- ❖ Organize the class to work in group as well as all together.

Generally, the students' interview also depicted that teachers were not playing active role in developing students speaking skills. The data indicated that they were not used appropriate techniques, strategies and practice speaking lesson in the classroom. There were not motivation of teachers, interesting of students to practice speaking, physical condition of classroom situation, large number of students in the classroom and materials aids were major challenge of practice speaking skills. So that students develop poor speaking performance.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter of the study the researcher stated the summary of the major findings, concluding remarks of the study and based on the findings and conclusions made mentioned possible recommendation of the study.

#### 5.1. Summary

The purpose of this study is to assess the practice of teaching speaking skill in EFL classroom at Debre Tsige Secondary school. The specific purpose of this study is to assess teachers' role, roles of students, techniques, strategies teachers used and identifies major factors impact to practice teaching speaking skills. The fundamental questions guided this study was:-

- ❖ How the teachers implement speaking skills in the school? Techniques and Strategies he /she used.
- ❖ What are the roles of teachers to practice teaching speaking skills?
- ❖ What are the roles and belief of students to practice speaking skills?
- ❖ What are the major factors that influence to practice teaching speaking skills?

The researcher was restricted his study at Debre Tsige secondary school particularly grade nine (9). To end with this study descriptive method was employed. The source of data for this study was students, teachers, and principals of the school. The researcher was used simple random sampling, stratified random sampling and systematic random sampling to obtain representative sample. A total of 123 respondents were used as a sample of the study. The data collecting instruments were questionnaires, observations and interviews were employed for this study. Pilot study also employed to check students easily understand the questions. The methods analysis was presented analyzed and interpreted using both quantitative and qualitative approach. After the questionnaires organized in the form of tables, diagrams, figures, it would be analyzed with the help of statistical tools such as frequency, percentage, mean, and weighted mean.

#### **The analysis led to the following majors finding.**

- ❖ The study revealed that the sample of the respondents 75 (62.5 percent) were males and 45(37percent) females. This indicates majority of the respondents were males, which

implies more male students existed in the classroom than females students at Debre Tsigie secondary school.

- ❖ Majority of the respondents ages were above 19 years. About 65(55.8percent) of the respondents replied the ages of participants were above 19 years. Then, this shows the students young enough to learn at secondary school.
- ❖ Most of the respondents participated in this study their ranks were between 21-30. Because about 41(34.2percent) of the respondents responded between this ranks.
- ❖ The study revealed that about 87(72.5percent) of the respondents responded that the numbers of students in the classroom were between 61-70. This shows, there were large numbers of student in the classroom which influence to practice teaching speaking skills.
- ❖ The overall mean value indicates that the respondents were replied 2.27. This mean implies, there were low with roles of English teachers to implement speaking skills in the classroom. As data indicated the roles of teachers to implement speaking skills in the classroom were low. From the points, it was possible to conclude that there no genuine practice of speaking lesson in the classroom.
- ❖ As data indicated, teachers used traditional ways of teaching speaking skills. They had rarely used techniques that promote speaking skills. The overall mean was 2.02. Then, this shows the teachers rarely implemented techniques like oral report, role play, drama, interview, debating, simulation and games. However, sometimes teachers used group discussion and speaking activities from text books. It usually implemented questioning and answering.
- ❖ Strategies used by teachers were other problems that influence the practice of speaking skills as data indicates. The overall mean analysis was 2.3. Base on the overall mean analysis, it was found that the highest expectations of the respondents respond reattach with disagree. This indicates that teachers' roles to use basic strategies of teaching speaking skills were very low. On the other hand, the implementations of the teachers were lowest in terms of learning strategies that students take to make their spoken easier.

- ❖ Majority of the respondents as indicated by overall mean value were rarely implementation with roles of students in speaking skills. The mean result of roles of students to practice speaking skill was 2.02. This indicates there was no real implementation that students play their roles to practice speaking skills. Then, the roles of students have a gap in order to perform or achieve the objectives of speaking in the classroom.
- ❖ As data indicated, the major challenges those impact the practice of teaching speaking skills were large number of students in the classroom, little interest of students to practice speaking lesson, lack of motivating students weak organization of making students in the classroom, shortage of sufficient time give for learners to practice speaking, lack of exposure, lack of get all students to participate in speaking lesson, teachers' negative attitude toward teaching speaking and problems of controlling all students in the classroom. Due to, respondents responded that these factors very serious and serious challenges to practice speaking skills.
- ❖ The classroom observation data also showed that teachers were not playing active role using speaking skills, techniques and strategies. It also indicated that supplementary, materials and activities promote speaking lesson were not used throughout the observation sessions. The data revealed that there were not convenient sitting arrangements to conduct group discussion. It could observe that students have poor speaking performance. They didn't speak English clearly, vividly and exactly.
- ❖ The data from teachers' interview, we can infer that teachers were not using appropriate techniques, strategies, communicative activities and materials (aids) to teach speaking skills. There were challenge like interest or belief of the students, number of students, attitude of the teacher and classroom condition major factors affect to teach speaking skills. It could also be recognized that they were not playing active roles in teaching speaking skills
- ❖ The students' interview also depicted that teachers were not playing active role in developing students speaking skills. The data indicated that they were not used appropriate techniques, strategies and practice speaking lesson in the classroom. There

were not motivation of teachers, interesting of students to practice speaking, physical condition of classroom situation, large number of students in the classroom and materials aids were major challenge of practice speaking skills. So that students develop poor speaking performance.

## **5.2 Conclusions**

The researcher has examined some point and conclusion for the study that assessing the practice of teaching speaking skill in EFL classroom at Debre Tsige secondary school with particular reference to grade nine (9) students and teachers response to the questionnaire, classroom observation and interview.

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

- ❖ Most of the students in the school were not highly motivated to practice speaking skill in the classroom. Further, considerable numbers of students do not make an effort to practice speaking skill in real situation in the classroom as well as outside the classroom. Thus, they have limited implementation and practice of speaking in the language class. On the other hand, failure of learners to look for outside classroom speech practice opportunities less likely rises from the reason that learners lack basic skills in the language just start with. Rather this attributed to their reason and these include frightens, lack of confidence, attitude, and learners feels that they learn speaking skill. Then, students were passive reaction to practice speaking activities.
- ❖ It is obvious that the role of language teacher is to facilitate the best conditions for all learners in communication process and monitoring the learning activities. To do so, a teacher is expected to act differently in different situation. Concerning teaching speaking, a teacher has to play role in all stages (presentation, practice, production) actively. However, all data showed that the teachers were not playing active roles in developing speaking skills. They did not present the lessons in memorable and meaningful way. No maximum amount of practice was given for students. It could be observed from the result that they did not create enough opportunities for students to use English in real life communication.

- ❖ Teachers did not provide regular opportunities for his/her students to practice speaking skills. In addition, teacher did not encourage students to share ideas and information in small group and make students relaxed and confident to speak English. The data revealed that they focused on doing some activities in text books mainly through reading, writing, ordering, questions and answering. Generally, teachers hardly played their roles in organizing and presenting the speaking lesson, giving appropriate practice, supervising and monitoring the practice sessions, motivating the learners, and provide activities for free expression.
- ❖ 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 traditional approach. The techniques mostly used were questions and answering, explanation, translations (interpretation), reading activities and writing without communication. Moreover, they were teaching speaking skills discretely. The way teachers assess students' performance was not effective.
- ❖ Similarly, teachers rarely used strategies to develop speaking skills of students. As data indicated they were hardly seen that facilitate ways of learning work best ,keep on talking through English, encourage to speak English outside the classroom, motivate to practice for both accuracy and fluency, provide opportunities to work in pair or group, and encourage students to take responsibilities in speaking lesson.
- ❖ English teachers are required to develop speaking activities which enable student to use language for communication. However, the study depicted that the teachers were using only text book activities, questions/answering, picture ordering, and interpretation. As the analysis is of data reveals the activities in the text books were even not adapted the need of learners. Teachers were not designed their own activities that promote speaking lesson.
- ❖ The analysis data indicated that teachers did not use activities that promote communicative output like oral report, role play and drama, games, debating, simulation, interview, information gap activities, discussion method and conversation (dialogue). The students were seen reading the activities and writing the answers in their exercise books

- ❖ The analysis also showed that the only teaching materials used to teach speaking skills was the text book. No teaching aid 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 of duty is expected from them, result finding of the study showed that they mostly to be passive reaction in the classroom. They were not participating actively in group discussion, did not give appropriate responses for group members, or they discuss and report back to the class. All students have not planned program to develop their speaking skills outside the classroom, especially in real life communication as data indicated. Consequently, the result showed that the students have poor performance in speaking English. They didn't speak English clearly, vividly, exactly and perfectly.
- ❖ Lastly, it could be observed that the major challenge that affect the practice of teaching speaking skill. The physical condition the classrooms situation was not comfort table. They haven't clearly visible board with a good surface, haven't walls that decorated with visual aids and haven't seating that enables students to work in group. As the data revealed, the whole class method was sometimes seen applied from teaching speaking skills and students rarely worked in group or pair works. The arrangements of the desks were not convenient for group discussion as they were not moveable. This indicates that large class size (which is more than 65 students in the class) and uncomfortable classroom facilities have their own impact for less achievement is teaching speaking skills.
- ❖ On the other hand, the result showed that little interest and experience of the students to learn speaking lesson, lack of motivating Students during speaking lesson, weak organization of making students in pair or group to practice speaking, teachers attitude toward teaching speaking lesson by making his/her lesson interesting enjoyable and clear aim or objectives of lesson, lack of exposure, lack of get all students to participate in speaking and shortage of sufficient time give for students to practice speaking skills were the major challenges that affect the practice of teaching speaking skill.

### 5.3. Recommendations

Teaching speaking skills is very important part of language teaching, since; it enhances communicative efficiency. To achieve these goals, it needs to use appropriate implementation of speaking activities in the classroom. However, the analysis of data showed that students fail to use this language in communication. Then, from all that has been discussed and analyzed so far, the following recommendations have been made.

- It would be good if students were encouraged to more activities on spoken language both inside and outside the classroom.
- Teachers should play their own role in creating opportunities for learning speaking skill through different activities systematically and meaningful, devising and providing maximum amount of practice, giving regular and frequent of practice and activities that promote speaking lesson. In addition, they have to play their roles in facilitating communication process between all participants by guiding, supervising, motivating and managing the students learning process.
- Teachers should support to enable students carry out speaking activities successfully. They should be relaxing, supportive learning environments in order for students to be feel relaxed enough to try to speak English. Teacher should provide regular opportunities for students to practice speaking in the classroom. In addition, they should encourage get all students to participate in group discussion.
- Teachers 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, games, project work, oral report, interview, simulation, debating information gap activities, conversation and other elicitation techniques to develop speaking skills.
- Teachers should teach speaking skills integrative with other skills, especially with listening, reading and writing. Teachers have assessed their students' performance continuously. They should give a systematic correction to their students' errors and mistakes. Based on this, they advised to use techniques echoing and correctness. They are also needed to teach train speaking strategies to develop students learning autonomy.

- Teachers should develop speaking activities that promoted on the basis of communicative approach. They need to develop activities which enable the students to use language for purpose of communication in real life. To do so, they have to develop the activities that promote in speaking such as information gap activities, role play, drama, discussion method, games, simulation, reasoning gap, opinion gap, storytelling, oral report and interview.
- In addition, teachers should be designed their own activities to make the lesson interesting and enjoyable. It would be advisable for teachers to keep a balance between accuracy and fluency while they develop speaking activities. Students should play their roles in learning speaking skills. They have to participate actively in the classroom in activities such as asking and answering questions, asking for clarity, participate in group (Pair) work, report back what they discussed, asking information, give advice, giving opinion, telling stories, oral report , speak just pretend the other person, playing language game and problems solving activities.
- Students should plan strategies and techniques to develop their speaking skills. In addition to this, they should communicate with people outside the classrooms. Generally, they have to use the language in real life for the means of communication through taking risks and getting themselves exposed to the access of using English.
- 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 aids (Radio, Tape record) and visual materials( Television, DVD, CD Room, Computer etc) and other teaching aids such as realia, pictures, models, Chart, tables, diagram, and megs to teach speaking skills. In addition, it would be worthwhile to, use news paper, magazines, brochures, journals and other supplementary materials 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.
- They ways students sit in the class affect the way they interact with each other so, the chair or table should be convenient for pair work, small group or large group discussions.

- Teacher should be trained through the ELIP(English language Improving program) and other language teaching training.
- The school should be prepared laboratory to create good opportunities for teachers and learners. In addition to this, language club should be established in the school to give chance for students in order to use for means for communication.
- Generally, it is the belief of the researcher that concerned bodies and school administration should adjust factors that affecting the practice of teaching speaking skill in the school. They should facilitate condition for teachers and learners to practice teaching speaking skill in the school. In addition, all school members can bring a change through working together and provide all necessary support for the learners.
- Lastly, for the success of students' effort in alleviating the factors that affecting speaking skills ability problems they face, the school principals, the school students guidance and counseling, and teachers play vital roles in indicating ,directing and finding remedies in general, and specifically subject teachers should give feedback on students spoken work in different way.

#### **5.4. Implication for further Research**

- Future research should focus on similar study on factors affecting the practice of teaching speaking s kills in other prominent organization such as schools, colleges, university, and other institutionas well as service sectors.
- The researcher wants to recommended to those researchers who have an interest to conduct a study on similar phenomena

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## Appendix A

Addis Ababa University

College of Humanities, Language Studies, Journalism and Communication

School of Graduate Studies

Department of Foreign Language and Literature

### STUDENT QUESTIONNAIRE

Dear Students,

The Purpose of this questionnaire is together data for a study leading to an MA Degree in **TEFL** \_ Teaching English as Foreign language. This study aims at describing your classroom practices of speaking skills. It also assesses some factors that influence to practice teaching speaking skills in the classroom.

The researcher hopes that the result of this study will create better awareness about teaching speaking skills in the classroom. 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 to free provide genuine information.

#### General Direction

- a. No need to write your name on the questionnaire
- b. Give your answer by using tick mark (√) in the boxes to choose one of suggested option.
- c. For open-ended items write your answers on the space provided.
- d. Please attempt all question, don't leave the questions

#### PART. I. Background information of the respondents

1. Name of school **Debre Tsige Secondary School**
2. Grade you learn \_\_\_\_\_
3. Sex : Male ( ) Female ( )  
Age: below 15 ( ) 15-16 ( ) 7-19 ( ) Above 19 ( )
4. Your rank of 1<sup>st</sup> Semester: 1-3 ( ) 4-10 ( ) 11-20 ( ) 21-30 ( ) Above 31 ( )
5. Number of students in the classroom (average).  
Below 49 ( ) 40-50 ( ) 51-60 ( ) 61-70 ( ) Above 71 ( )

#### PART. II. Teachers' Role implementation

**Instruction:** The Following statements are about the role of English teachers to practice teaching speaking skills. Read the statement 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.(5=Very high, 4= high,3= average,2=low,1= Very low)

No	Item	Very high (5)	High (4)	Average (3)	Low (2)	Very low (1)
2	<b>The role of the teacher in teaching</b>					
2.1	Arranging and organizing group discussion during speaking lesson.					
2.2	The practice Speaking skills by engaging all students in meaningful ways					
2.3	Giving you chances to participate in speaking activities.					
2.4	Advising you to use your strategies of learn speaking					
2.5	Teaching you speaking strategies and techniques promote speaking lesson					
2.6	Guiding and supervising during your group or pair work					
2.7	Giving you appropriate amount of practice					
2.8	provide you with activities for free expression					

### **PART.III. Techniques and Strategies Used by the teacher**

#### **3.1. Techniques used by teacher**

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

No	Item	Always (5)	Usually (4)	Sometimes (3)	Rarely (2)	Never (1)
3	<b>Techniques used by teacher in the class when to teach speaking skills</b>					
3.1.1	Dialogues (conversation)					
3.1.2	Questions and answering					
3.1.3	Interview					
3.1.4	Group discussion					
3.1.5	Debating					

<b>3.1.6</b>	Oral report					
<b>3.1.7</b>	Role play and drama					
<b>3.1.8</b>	Presentation the activities					
<b>3.1.9</b>	Simulation					
<b>3.1.10</b>	Games					

### 3.2 Strategies used by teacher

The following are strategies used by English teachers to teach speaking skills Read them carefully and put a tick(✓) under the corresponding column ( 1=strongly disagree 2= disagree, 3= undecided, 4=agree,5=Strongly agree)

No	Item	Strongly disagree(1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly agree (5)
<b>3.2</b>	<b>Strategies used by teacher to teach speaking lesson</b>					
<b>3.2.1</b>	Help me to facilitate what ways of learning work best for me in developing speaking skills.					
<b>3.2.2</b>	Help me keep on talking through teaching me speaking strategies such as using gestures.					
<b>3.2.3</b>	Encourage me to speak English outside class room					
<b>3.2.3</b>	Helps me not be so much concerned with accuracy					
<b>3.2.4</b>	Helps me ask for error correction.					
<b>3.2.5</b>	Motivate me practice for both accuracy and fluency					
<b>3.2.6</b>	Provide opportunities for me to talk by using pair work and limiting his/her talk.					
<b>3.2.7</b>	Encourage me to speak English by making short presentation in the class.					

3.2.7	Encourage me to take responsibilities in speaking lesson.					
3.2.8	Experiments me with different ways of using language(games, different arrangement of words and etc)					

**PART. IV.Students roles' in speaking skills.**

**Instruction:** The Following are strategies used by learners to develop speaking skills Read them carefully and decide whether you see them. (5= always 4 = usually, 3= sometimes, 2=rarely, 1=never)

No	Item	Always (5)	Usually (4)	Sometimes (3)	Rarely (2)	Never (1)
<b>4</b>	<b>Student's role speaking skills.</b>					
4.1	I speak English outside class					
4.2	I ask my teacher for clarification and report back to the class.					
4.3	I listen to the discussion and report back to the class.					
4.4	I talk and share an ideas about atopic during speaking lesson.					
4.5	I ask my teacher or classmates for correction of errors in my speaking					
4.6	I try to correct myself when I feel that I am not using the correct form while I speaking					
4.7	I plan my way of developing speaking					
4.8	I participate in pair and group work.					
4.9	I give appropriate responses for group members.					
4.10	I Have good relationship with my group members					
4.11	I evaluate my weakness and strength in speaking					
4.12	I speak English clearly and vividly.					

5. Have you ever practiced teaching speaking skills in the classroom?

Yes

No

If your answer is “No” Please list down the major factors that influence you to practice in the classroom.

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6. Do your teacher motivate you to practice speaking in the classroom?

Yes

No

If your answer for is “NO” please list down challenges that hinder to practice in the classroom

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7. Are the classrooms comfortable for teaching speaking skills?

Yes

No

If your answer for this question is “yes”, please list down three of them that suitable for you.

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8. Are there the supplementary materials used in the class that help you to practice teaching speaking?

Yes

No

.If “yes”, Mention types of materials that used in the class to practice speaking skills.

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**PAR.VI. Major Challenges that affecting practices of teaching speaking skills in the class room.**

**Instruction:** The following are statements about the challenges of practicing teaching speaking skills in the classroom. Please read each item carefully and rate from very serious to very low serious according to seriousness of challenges or problems and put a tick mark “√” into the responses that best reflect challenges to teach speaking lesson in the classroom. (5=very serious, 4=serious, 3 somewhat serious, 2= low in serious 1=very low in serious)

No	Stem	Very serious (5)	serious (4)	Somewhat serious (3)	Low serious (2)	Very low serious(1)
<b>9</b>	<b>Challenges that influence to practice teaching speaking skills in the classroom.</b>					
<b>9.1</b>	Problems of large numbers of students in the classroom.					
<b>9.2</b>	Little interest of the students to learn speaking skill					
<b>9.3</b>	Lack motivating students during speaking lesson					
<b>9.4</b>	Weak organization of making students in pair or group work to teach speaking.					
<b>9.5</b>	Teacher's positive attitude towards teaching speaking skills.					
<b>9.6</b>	Shortage of sufficient time give for learners to participate in speaking lesson					
<b>9.7</b>	Lack of exposure or practice speaking skill outside the classroom.					
<b>9.8</b>	Problems of give clear direction for student to speak in the class					
<b>9.9</b>	Lack of get all students to participate in speaking					
<b>9.10</b>	Problems of controlling all students in the classroom					

10. What is you suggested to overcome problem that hinder the practice of teaching speaking skills?

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**Thank you in advance for your kind of cooperation!**

**Appendix - B**

**Addis Ababa University**

**College of Humanities, Language studies, Journalism and communication**

**School of Graduate studies**

**Department of Foreign Language and literature**

**Classroom Observation Check List**

Name of School **DebreTsige secondary School**

Grade \_\_\_\_\_ section \_\_\_\_\_

Qualification \_\_\_\_\_

Number of students in the class \_\_\_\_\_

Observer \_\_\_\_\_

Date of Observation \_\_\_\_\_

**1. Check List for identifying the role of teachers in teaching Speaking skill**

Are the following sentences roles of teachers when they are teaching speaking lesson in the classroom?	Teacher 1						Teacher 2						Teacher 3					
	Day						Day						Day					
	One		Two		Three		One		Two		Three		One		Two		Three	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Arranging and organized group																		
Practice speaking skill in meaningful																		
Give the chance for students to participate in speaking Lesson																		
Advising students to use their own strategies to learn speaking.																		
Guiding and supervising during group work or																		
Give for students appropriate amount of time to practices speaking in the class																		
Encourage students to speak in English																		

Provide the students with activities for free expression.																		
Monitoring students performance to see that it is satisfactory,																		
Facilitate the communication process between all participants in the classroom																		

**2. Checklist for identifying techniques used by teachers**

Techniques used by teacher in the classroom when to teach speaking skills?	Teacher 1						Teacher 2						Teacher 3					
	Day						Day						Day					
	One		Two		Three		One		Two		Three		One		Two		Three	
	Ye	No	Ye	No	Ye	No	Ye	No	Ye	No	Ye	No	Ye	No	Ye	No	Ye	No
Teachers implemented discussion Methods																		
Teachers implemented debating																		
Teachers used interview																		
Used role play and drama to practice speaking																		
Using oral report in lesson																		
Used questions and answering																		
Using Dialogue in the classroom																		
Using different games in the classroom																		
Implementation Simulation																		
Used to present activities in the class.																		

**3. Check list for identifying strategies used by teachers.**

Strategies used by teacher in the classroom when teach speaking skills.	Teacher 1						Teacher 2						Teacher 3					
	Day						Day						Day					
	One		Two		Three		One		Two		Three		One		Two		Three	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Help students to practice best																		
Keep on talking through only in English																		
Encourage students for prior correction in the class																		
Help students not to concerned so much on accuracy																		
Motivate students for both accuracy and fluency																		
Provide opportunities for students to speak by limiting his/her talk																		
Encourage students to take their responsibilities in speaking lesson																		
Experiment students with way of language use																		

**4. Check list for identifying roles of the students in the class**

Are the following sentences the roles of the students when they are learning speaking skill in the classroom	Teacher 1						Teacher 2						Teacher 3					
	Day						Day						Day					
	One		Two		Three		One		Two		Three		One		Two		Three	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Participate in group or pair work																		
Ask the teacher for clarification																		
Listen to the discussion and report back to class																		
Talk and share ideas about a topic during speaking lesson																		
Have a good relationship with group																		
Give appropriate response for group members																		
They are interesting to learn speaking																		
They speak English clearly and vividly																		

**5. Check list for identifying materials used to practice speaking lesson.**

Teaching materials used to teach speaking skills in the class	Teacher 1						Teacher 2						Teacher 3					
	Day						Day						Day					
	One		Two		Three		One		Two		Three		One		Two		Three	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
They are used chart, Maps, diagram Models, Flash card and wall chart																		
Tape-record to record sound of students during presentation																		

They are used CD, DVD. and television in speaking lesson																			
They are used activities of text book																			
References that promote communicative activities																			

**6. Check list for identifying classroom Observation**

Are the following sentences the major challenges that affect practice of teaching speaking in the classroom?	Teacher 1						Teacher 2						Teacher 3						
	Day						Day						Day						
	One		Two		Three		One		Two		Three		One		Two		Three		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Large number of students in the classroom.																			
Classroom setting arrangement or pattern																			
Allowing sufficient time for learner to participate in spacing																			
Teachers have negative attitude toward teaching speaking activities																			
Motivating students during speaking lesson																			
Give clear direction before they are starting to practice speaking skills.																			
Get all students to participate in speaking																			
Manager or controlling all students in the class																			
Interesting of students to learn speaking Lesson.																			
Back ground knowledge of the students.																			

**Appendix -C**

**Addis Ababa University**

**College of Humanities, Language studies, Journalism and communication**

**School of Graduate studies**

**Department of Foreign Language and Literature**

**Interview question prepared for teachers**

**Date** \_\_\_\_\_

**School Name** \_\_\_\_\_

**Year** \_\_\_\_\_

**Sex** \_\_\_\_\_

1. What problems have you faced from students and classroom situation when you have taught speaking skills?
2. From your experience what major problems do you think that hinder students to learn speaking skill?
3. What do you suggest with regards to students role to practice speaking skill?
4. What is the belief of students to learn speaking skill?
5. What types of techniques and strategies do you use to teach speaking skill?
6. What major challenges do you think that affect the practice of teaching speaking skill?
7. What types of teaching materials do you use to teach speaking skill?
8. What do you suggest that those factors influence to practice teaching speaking skill?

**Appendix - D**

**Addis Ababa University**

**College of Humanities, Language studies, Journalism and communication**

**School of Graduate studies**

**Department of Foreign Language and literature**

**Interview question prepared for grade 9 and 10 students**

**Date** \_\_\_\_\_

**School Name** \_\_\_\_\_

**Year** \_\_\_\_\_

**Sex** \_\_\_\_\_

1. What problems have you faced during practice teaching speaking skill in the classroom?
2. What do you suggest about the attitude and belief of teachers to teach speaking skill?
3. How the teachers do implement speaking skill in the classroom? Techniques and strategies she/he used?
4. What do you suggest with regards to teachers role to practice teaching speaking skill?
5. How do you practice speaking in the class room during speaking lesson?
6. From your previews experience what major do you challenge to practice speaking in the classroom?
7. Do you think that your teachers used teaching materials like CD, VCD, chart, diagrams, and flashcard when they have taught speaking skill?
8. What do you suggest that a solution that to those factors influence to practice teaching speaking skill?

**YUNIVARSIIHII FINFINNEE  
MUUMMEE AFAAN INGLIFFAA**

**Gafannoo Barattootaa**

**Kabajamoo Barattootra,**

Gaaffilee armaan gaditti dhiyataan qo'annoo gaggeessuuf jecha ragaa qubsaa ta'e isiin barattoota biraa argachuuf jecha yommuu ta'u deggaarsa keessaan kabajaan isiin gafadha.

Kayyoon, qo'aannichaa dandeettii Afaan Ingiliffaa dubachu daree keessaatti barsiisuu fi shakaluu irraatti barattoota kutaa 9ffaa biraatti rakkina jiru fi sababa isaa hubachuu waan ta'eef

**Ajaja waligaala**

- Waraqa kana irraatti Maqaa ofi barreessuun hin danda'amu.
- Fillannowwaan keessaan mallattoo “ √ “ fayyadamuun yaada keessaan nuuf keenna
- Gaaffiilee filannoo hin qabneef iddoo duwwaatti yaada keessaan huu barreessaa
- Gaaffiilee hunda dubbisuuf yaala.

**Kutaa 1 Seendubee Gaffannoo Deebiistootaa.**

Maqaa Mana Baruummaa **Dabra Isigee Sad.2<sup>ffaa</sup>**

1. Kutaa Baratuu \_\_\_\_\_

2. Saala:- Dhiira ( ) dhalaa ( )

3. Umrii:- 15 gad ( ) 15-16 ( ) 17-19 ( ) 19 fii isaa ol ( )

4 .Sadarkaa kee kan simistera Iffaa

1-3 ( ) 4-10 ( ) 11-20 ( ) 21-30 ( ) 31 fi isaa ol ( )

5. Baay'ina Barattoota daree keessaatti argamaan

40 gad ( ) 40-50 ( ) 51-60 ( ) 61-70 ( ) 71 fi isaa oli ( )

**Kutaa 2. Hojii Irraa olchuuf ga'een Barsisaa**

Himooni armaan gaditti isiiniif keenname ga'ee Barsiisaa Afaan Ingiliffaa dandeetti dubachuu Afaan Ingiliffaa guddisuuf irraa eegamudha. Kanaaf dhimoota armaan gadi ofeegannoon dubbiiisuun barsiisaan afaan Ingiliffaa amma si barsiisaa jirugiddugalleessa godhachuun Mallattoo (√) kana fayyadamuun iddoo kennamee keessaatti (5=Baay'ee Olaana, 4=Olaana, 3=G/galleessa, 2=gadi aana, 1=baay'ee gadi aana) jechuun guuti.

Lakk	Akkaku gaafilee	B/Olaana(5)	Olaana(4)	G/galleesaa(3)	Gadi aanaa(2)	B/gadi aanaa(1)
<b>2</b>	<b>Ga'een barsiisaa yommuu dandeetti dubbachuu baarsisu</b>					
2.1	Garee hundeessuu fi qindeessuu akka waliin hojataan gochuu.					
2.2	Malaota adda addaatti fayyadamuun barsiisun akka barataan ni gorsa.					
2.3	Barattooni akkaata dandeetti dabachuu itti fayyadamaan akka barataan ni gorsa.					
2.4	Sirnoota dandeetti dubbachuu baratonii itti guddifataan ni barsiisaa.					
2.5	Yommu gareen hojataan ni to'aatan ni gargaara.					
2.6	Barattooni dandeettii dubachuu akka horataan shakkala gahaa ta'ee ni taasiisaaf.					
2.7	Barattooni dandeettii dubachuu akka horataan shakkalaa gahaa ta'ee ni taasiisaaf.					
2.8	Barattooni bilisaan yaada isaani akka ibsataani gocha gaha ta'ee ni kennaaf.					
2.9	Ga'uumsaa isaanii yeroo yeroon ni hordoofa.					

### Kutaa 3. Gochootaa fi Maloota

#### 3.1 Gochoota Barsisaan Fayyadamu

Himoonii armaan gad gochoota barsisaan Afaan Ingilifaa shakkala dandeetti dubbachuu guddisuuf daree keessaatti rawwatamu qabudha. Halumakanaan, Himoota kennamaan kana ofeegannoon Mallattoo(√) fayyadamuun filannoowwan guca keessaatti kennamaan (5=Yeroo hunda 4=, yeroomuraasa, 3= darbee, 2=tasa, 1=gonkumaa)jeechaan guuti.

Lakk	Akkaku gaafilee	Y/hun(5)	Y/Muraasa(4)	Darbee darbe(3)	Taasa(2)	Gonkumaa(1)
<b>3.1</b>	<b>Gochoota dandeetti dubbachuu barbaachisaan kana barsiisaan daree keessaatti ni fayyadama?</b>					
3.1.1	Walfuldura dhabachuun dubbachuu					
3.1.2	Gafiif deebii daree keessatti taasiisu					
3.1.3	Gareen daree keessaatti yeroo mara mar'achuu.					
3.1.4	Walfalmii daree keessaatti barattoota giddutti taasiisuu.					
3.1.5	Gaaffannoo afaanii daree keessaatti					

	walgafachuun dandeetti dubachuu guddifachuu.					
<b>3.1.6</b>	Taphoota adda adda fayyadamuun barsiisuu.					
<b>3.1.7</b>	Gochoota dandeetti dubbachuu kitaaba irra jiru akka dhiyessaan gochuu.					
<b>3.1.8</b>	Oduu-durii fi jechaan waan shakkalamu qaban daree keessatti akka dhiyessaan gochuu.					
<b>3.1.9</b>	Dandeetti dubachuu guddisuuf diraamaa fi taphaa daree keessaati taasiisuu.					
<b>3.1.10</b>	Qaama biraa fakkachuun daree keessaatti dubaachuu gare kennu.					

### 3.2. Maloota Barsisaan fayyadamu

Himoonni armaan gaditti argamaan maloota barsisaan yommuu dandeetti dubachuu Afaan Ingliffaa barsiisuu Fayyadamudha. Kanaaf, Himoota kana sirritti dubbisuun barsiisaa kee kan ibsuu gocha armaan gaditti argamu keessaatti mallattoo(√) fayyadamuun (**5=sirriti wali hingalu, 4= walii hin galu, 3=hin murteessuu, 2=waliingala, 1= sirritti waligalaa**) jechuun guuti

Lakk	Maloota dandeetti dubaachuu barsiisuu barsiisaan fayyadamuu	Sirrit waligala(5)	Wal hin galu(4)	Himmurte essu(3)	Waliigala (2)	Sirriti waligala(1)
<b>3.1.1</b>	Akka dandeetti dubachuu guddifatuuf waan hara'a Uumuun isini gargaara.					
<b>3.1.2</b>	Darae kessaatti maloota dandeetti dubachuu itti guddifatu si barsiisa					
<b>3.1.3</b>	Dareen ala akka afaan Ingliffa shakkataan si jajabeessa.					
<b>3.1.4</b>	Yeroo Mara akka seera sirumaa afaan irratti hin xiyyeeffanne isiin gargaara.					
<b>3.1.5</b>	Dogoggoora afaan irraa akka of sirreesiitaan isiin gargaara					
<b>3.1.6</b>	Seera Afaniichaa akka sirritti fi dogogora malee hubataan ni jajabeessa					
<b>3.1.7</b>	Barsiisaan kan ofii dubaatuun hir'iisuun barattoonii gareen akka shakkalan ni taasiisa.					
<b>3.1.8</b>	Gochoota gagababa fayyadamuun daree keessaatti barattooni hundiinu akka dhiyeessaan ni taasiisa.					
<b>3.1.9</b>	Barattoonii dandeetti dubachuu akka					

	foyyefataan dirqaama isaanii akka bahaan ni taasiisa.					
<b>3.1.1</b>	Mana yaalii afaan keessaatti akka shakkalanii fi afaaniicha akka sirritti fayyadamaan ni taasiisa.					

#### **Kutaa 4. Ga'ee Barattoota**

Himooni armaan gad maloota barattani dandeetti dabachuu isaanii ittiin guddifachuu danda'anidha. Kanaaf, himoota kana sirritti dubiisuun Mallattoo (√) fayyaedamuun (**5=yeroo hunda,4=yeroo Muraasa,3=darbeedarbee,2=teesa,1=gonkuuma**) keessaa tokko filachuun guutti.

<b>Lakk</b>	<b>Akkaku gaafilee</b>	<b>Yeroo mara(5)</b>	<b>Yeroo Muraasa (4)</b>	<b>Darbee darbee(3)</b>	<b>Taasa(2)</b>	<b>Dokummentii(1)</b>
<b>4</b>	<b>Ga'ee Barattoonii qabaan</b>					
<b>4.1</b>	Afaan Ingliffaa dareen ala naan shaakkala					
<b>4.2</b>	Waan naa hin galee barsiisaa gafachuun daree keessaatti dhiyyeessuu					
<b>4.3</b>	Marii garee irratti erga mar'neen booda deree keessaatti dhiyyeessu.					
<b>4.4</b>	Yaada kee barattoota kenuuf hiruun mata duree keennemee irraatti haasa'a taasiisuu					
<b>4.5</b>	Dogoogora kiyyaa yeroo mara barsiisaa fi barattootaa irraa naan fudha.					
<b>4.6</b>	Yommuun Shakkaluu doggoogora kiyyaa yoon beeke batalumaan of sirreesa					
<b>4.7</b>	Dandeetti dubachuu guddifachuuf karoora mata kiyyaa naan qaba					
<b>4.8</b>	Shakkala irratti deebii gaha ta'e gareef naan kenna.					
<b>4.9</b>	Yeroo mara marii garee keessaatti nan hirmaadha					
<b>4.10</b>	Yomuun shakkaluu waliigaltee garee waliin sirrittiin qaba					
<b>4.11</b>	Hanqiina kiyyaa fi cimina kiyyaa ofiin of madaala.					

5. Yeroo mara dandeettii dubachuu daree keessaattii ni shakkalta?

Eeyyeeni  Lakkii

Deebiin kee yoo Lakkii jeete rakkoon akka hin shakkala sii taasiise maalii ?

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6. Barsiisaan kee akka dandeetti dubbeehuu shakkaltuu si jajabeessa?

Eyyeenii  Lakkii

Deebiin kee yoo lakkii jeete wantoonii akkasii hin jajabeessiinee taasiisu maalii ?

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7. Dareen itti barattu dandeettii dubachuu shakkaluuf mijaa'adha?

Eyyeenii  Lakki

Deebiin kee yoo eyyeenii jeette isaan keessa sadi(3) tarreessi

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8. Meeshaale dabalaata shakkalaaf barbaachisaan ni gargaaramuu ?

Eyyeenii  Lakki

Deebii kee yoo Eyyeenii jette meeshalee fayyadamtaan barreessaa

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**Kutaa 9. Rakkoolee gurguddoo dandeetti dubachu Afaan Ingilfaa Shakkaluuf gufuu ta'anii jedhamaann tilmamamaan.**

Himooni armaan gadi guca keessatti tarreefameen rakkoo gurguddoo dandeetti afaan Ingilfaa daree keessaatti shakkaluuf gufuu ta'anidha. Kanaaf, gaafiilee armaan gadii dhiyaataniif mallattoo(√) fayyadamuun iddoo keennamee keessaatti **(5=Baay'eehammata 4=hammata,3=hamma tokko hammataa,2=hammatuman isaa gad-aana, 1=hammatummaan isaa baay'ee gad- aana)** jechuun guuti.

<b>Lakk</b>	<b>Akkaku Gaafii</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>9</b>	Rakkoo gurguddoo dandeetti Afaan Ingliifaa dubachuufi shakkaluuf gufuu ta'ani					
<b>9.1</b>	Rakkoo baayaachuu barattoota daree keessaatti argamaan					
<b>9.2</b>	Fedhiin barattooni dandeetti dubachuu barachuuf qabaan xiqqaa ta'uu					
<b>9.3</b>	Barattoonii akka shakkaala dandeetti dubachuu taasisaan hin jajabeessu					
<b>9.4</b>	Garee qindeessuun barattoon akka mar'aatan gochuun barsiisuu irratti dadhabiiin jira.					
<b>9.5</b>	Ilaalcha barsiisaan dandeetti dubachuu barsiisuu qabu gad aana.					
<b>9.6</b>	Barattooni shakaala taasiisuuf yeroon gahaan hin kennamuuf.					
<b>9.7</b>	Fedhiin barattoonii dareen ala shakkala taasiisaan dhabamuu.					
<b>9.8</b>	Yommuu shakkalaan ibsaa qulqulluu ta'ee barattoota keennamu dhabamu.					
<b>9.9</b>	Hanqiinaa barattooni hundinuu hirmaachiisuu dadhaabu					
<b>9.10</b>	Rakkiina barattoota hundaa to'achuun adda basuun gargaarsaa gochuu.					

10 Rakkoo dandeetti dubachuu shakkaluuf gufuu taan jeette yaadu furuuf maaltu taasifamuu qaba jetta? yaada kee barreefamaan ibsi

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**Galatoomaa!**

