



DEBRE MARKOS UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

ASSESSING THE PRACTICE OF USING SPEAKING STRATEGIES FOR TEACHING
SPEAKING SKILL IN 'EFL' CLASS: THE CASE OF LIYEW ASRES GENERAL
SECONDARY AND PREPARATORY SCHOOL GRADE 9 IN FOCUSE

BY:

Banchalem Anagaw

JUNE 2023

Debre Markos, Ethiopia

ASSESSING THE PRACTICE OF USING SPEAKING STRATEGIES FOR
TEACHING SPEAKING SKILL IN 'EFL' CLASS: THE CASE OF LIYEW
ASRES GENERAL SECONDARY AND PREPARATORY SCHOOL GRADE 9
IN FOCUSE

BY:

Banchalem Anagaw

Advisor : Yewulsew Melak

A Thesis Submitted to

The Department of English Languages and Literature

(Graduate Program)

In Partial Fulfillment of the Requirements of the Degree of Master of Arts in
Teaching English as a Foreign Language

June, 2023

DEBRE MARKOS, ETHIOPIA

DEBRE MARKOS UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATUR
(POST-GRADUATE PROGRAM)

**ASSESSING THE PRACTICE OF USING SPEAKING STRATEGIES FOR
TEACHING SPEAKING SKILL IN 'EFL' CLASS: THE CASE OF LIYEW ASRES
GENERAL SECONDARY AND PREPARATORY SCHOOL GRADE 9 IN FOCUSE**

BY:

Banchalem Anagaw

Approved by Examining board:

_____ Advisor	_____ signature	_____ Date
_____ Internal examiner	_____ signature	_____ Date
_____ External examiner	_____ signature	_____ Date

DECLARATION

I declare that, the thesis entitled: “assessing the practice of using speaking strategies for teaching speaking skills in EFL class’: the case of liyew Asress preparatory school in bibugn grade 9 in focus is my own original work and all sources of materials used for this thesis have been duly acknowledged.

Name: Banchalem Anagaw

Signature: -----

Place: Debre Markos University

Date of submission: June, 2023

ACKNOWLEDGEMENT

First and for most, I praise my heavenly God. He knows the best and made all things possible for me.

I would like to express my gratitude to my advisor Yewlsew Melak (Assistant professor) for granting me her valuable comments throughout my work to bring this paper in to its present status. Honestly speaking, my advisor deserves extraordinary thanks. Her wonderful advice and impressive comments, her thoughtfulness, her welcoming approach have been a great source of inspiration for me throughout the study.

I would like to express my deepest gratitude to my husband Mulat Adam for his understanding when I spent much time away from home for the study, as well as his unreserved support all the way through. Furthermore, his wondrous caring for our children Mahider Mulat and Abieniezer Mulat, and maintenance of the happiness of the family during my absence has always been comforting for me to concentrate on my study.

I would like to express the depth of my gratitude to my brother Aemro Andualem and all my family who has supported during the whole process and throughout my education career.

Lastly, I would like to thank the sample teachers and students for their willingness in answering the questionnaires and being interviewed and observed.

Table of contents

Contents	pages
<i>AKNOWLEDGMENT</i>	<i>i</i>
TABLE OF CONTENT.....	ii
LIST OF TABLES.....	v
Abstract.....	vi
Acronyms and abbreviations.....	vii
<i>CHAPTER ONE: INTRODUCTION</i>	<i>v</i>
1.1 Background of study.....	1
1.2 Statement of the problem.....	3
1.3 Objectives of the Study.....	5
1.3.1 General Objective:.....	5
1.3.2 Specific Objectives:.....	5
1.4 Research Questions:.....	6
1.5 Significance of the Study.....	6
1.6 Delimitation of the Study.....	6
1.7 Limitation of the study.....	6
1.8 Definition of Basic Terms.....	7
<i>UNIT TWO: REVIEW OF RELATED LITERATURE</i>	<i>8</i>
2. INTRODUCTION.....	8
2.1 The Nature of Speaking.....	8
2.2. Teaching speaking skills.....	9
2.3. The need for teaching speaking skills.....	9
2.4. Methods of teaching speaking.....	9
2.5. Strategies in Teaching Speaking skills.....	11
2.5.1 Role play.....	11
2.5.2 Drilling.....	11
2.5.3 Discussion.....	15

2.5.4 Simulation.....	15
2.5.5 Storytelling.....	15
2.5.6 Presentation.....	16
2.5.7 Communication Games.....	16
2.6. Challenges in Applying Teaching Speaking Strategies.....	17
2.6.1 Role play.....	17
2.6.2 Discussion.....	17
2.6.3 Presentation.....	17
2.6.4 Communication Games.....	18
2.6.5 Storytelling.....	18
2.7 Communicative activities for teaching speaking skill.....	18
<i>CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY.....</i>	<i>21</i>
3. INTRODUCTION.....	21
3.1 Research design.....	21
3.2. Research Setting.....	21
3.3. Population, Sample size, and Sampling Technique.....	22
3.4. The sources of data.....	22
3.5. Data Collection Instruments.....	22
3.5.1 Observation.....	23
3.5.2 Questionnaire.....	23
3.5.3 Interview.....	24
3.6. Validity and Reliability of the Instruments.....	24
3.7. Data Collection Procedure.....	25
3.8. Method of Data Analysis.....	25
3.9. Ethical Considerations.....	26
<i>CHAPTER FOUR: Data Analysis and Discussion.....</i>	<i>27</i>
INTRODUCTION.....	27
4.1. Results.....	27
4.1.1 Response of teachers to the questionnaires.....	27
4.1.2 Response of students to the questionnaires on techniques used by teacher for teaching speaking skill.....	31

4.1.3 Analysis of classroom observation on techniques used by teachers for teaching speaking skill.....	34
4.1.4 The responses of students on strategies used by teachers to teach speaking skill.....	36
4.1.5 Analysis of observation strategies used by English teachers for teaching speaking skill	38
4.1.6 Analysis of teachers interview concerning to the strategies used by teachers for teaching speaking skill.....	40
4.1.7 The responses of students on the communicative activities that used by the teachers for teaching speaking skill.....	41
4.1.8 Analysis of classroom observation concerning communicative activities provided by teachers.....	45
4.1.9 Analysis of teacher’s interview on communicative activities used by teachers for teaching speaking skill.....	47
4.1.10 Analysis of teachers’ interview on problems that hinder teaching speaking skills.....	47
<i>CHAPTER FIVE: Summary, conclusions and recommendations.....</i>	<i>49</i>
Introduction.....	49
5.1 Summary of the major findings.....	49
5.2 Conclusions.....	50
5.3 Recommendation.....	51
<i>References.....</i>	<i>53</i>
<i>APPENDICES.....</i>	<i>57</i>
<i>Appendix A: Teachers Questionnaires.....</i>	<i>57</i>
Appendix B: Students Questionnaires.....	59
Appendix C: Teachers interview questions.....	62
Appendix D: Transcribed Teachers’ interview.....	63
APPENDIX E: CLASSROOM OBSERVATIONS.....	66
APPENDIX F: OBSERVED LESSONS.....	69

List of Table

Pages

Table1, The response of teachers’ to the questionnaires	27
Table 2, Response of students’ to the questionnaires on techniques used by Teachers for teaching speaking skills.....	31
Table 3, Analysis of classroom observation on techniques used by teachers for Teaching speaking skills.....	35
Table 4, Response of students’ on strategies used by teachers for teaching Speaking skills.....	36
Table 5, Analysis of classroom observation on strategies used by teachers.....	39
Table 6, Response of students on communicative activities used by teachers.....	41-42
Table 7, Analysis of classroom observation concerning communicative activities Provided by teachers.....	45

Abstract

The main purpose of the study was to assess the practice of using speaking strategies for teaching speaking skill in EFL class in Liyew Asres general secondary school. To conduct the study, descriptive design with a mixed research method was used. Classroom observation, questionnaire for teachers and students and interview for teachers were instruments used to collect data for the study. The sample of study consisted of seventy five grade nine students and seven English language teachers. Students were selected using simple random sampling technique and teachers were selected using comprehensive sampling technique. Data were analyzed using both quantitative and qualitative methods of data analysis. The close ended data were analyzed frequency counting and percentage quantitatively. Whereas, qualitative data analysis was used to analyze data obtained through open- ended questionnaire, semi- structured interview and classroom observation. At the end, both data forms were organized and presented thematically. The findings revealed that teachers have good awareness about communicative methods of teaching speaking skill. But the data obtained from the teachers interview and classroom observation revealed that there was a wide range of problems in implementing communicative methods of teaching speaking. The findings of study also showed that English language teachers did not use various techniques, strategies and activities for teaching speaking skill in order to develop students speaking ability in English. They used traditional or teacher centered teaching methods and did not give the chance for students to practice speaking in the classroom. Therefore, it was recommended that English language teachers should use communicative methods of teaching speaking and various techniques, strategies and activities for teaching speaking in classroom to develop students speaking ability in English. They also should use student centered teaching method and initiate students to practice speaking.

List of Abbreviations and Acronyms

CM: Communicative Method

CLTM: Communicative Language Teaching Method

EFL: English as a Foreign Language

ELIP: English Language Improving Program

ESL: English as a Second Language

MA: Master of Arts

TEFL: Teaching English as a Foreign Language

CHAPTER ONE: INTRODUCTION

1.1 Background of study

Language is a means of thinking and transferring culture from one generation to another as well as from one nation to another. It is also a means of communication among people. English has become the most important foreign language in the world.

English language is now a language that students learn in all levels of Ethiopian schools from elementary to university levels. Thus, it is important for Ethiopian students to learn EFL and have a good command on all the four skills. Even though the four skills need equal treatment, this study is focused on speaking skill. In order to improve Students speaking skill and achievement, teacher's competency is so vital.

Speaking is the ability to communicate with other people. Therefore, speaking is a key for communication among people in daily life in order to change the information. Brown (2004, p. 142) stated that "Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information orally". Teaching speaking skill is regarded as one of the significant elements of teaching a foreign language.

Speaking is "the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts" (chaney, 1998, p.13). Speaking plays a great role in the system of teaching and learning language. Despite its importance, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. But as Nunan(2003),the goal of teaching speaking should improve students' communication skill, because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicate on circumstances. Furthermore, Larsen freeman (2000, p.12) explained that the goal of communicative language teaching is to enhance learners ability to communicate in the target language.

In addition, Nunan (1995) put forward that learning to speak in a second language will be facilitated when learners are actively engaged in the attempt to communicate. The students who learn English as a Foreign Language (EFL) have to master the speaking skill to be able in expressing their minds, ideas and thought spontaneously. As speaking skill is crucial for students

to allow them to communicate with other people globally, this skill is expected to be mastered by the students. For students to learn speaking skills, English as a foreign language environment, teachers' teaching speaking strategy is the spring board to use appropriate pedagogical knowledge. So, it is necessary to make teachers performance of teaching speaking English more relevant and meaningful for their students by using appropriate strategies to teach this language skill. Teaching competence as wudu, (2008) is a set of abilities, knowledge and belief in which a teacher possesses and uses special skills for effective teaching and learning processes.

It is a challenging job for the teacher to teach speaking skill for the students due to the fact that English is not the mother tongue for students in Ethiopian context. Regarding to this, Thornbury(2005) states that, "The ability to speak is not influenced by a single factor, but a number of factors. Those factors are linguistics knowledge, which consists of discourse knowledge, grammar, vocabulary, and phonology, and extra linguistics knowledge, which includes topic and cultural background, knowledge of the context, and familiarity with other speakers." Since English is used as a means of communication, the teachers need to use numerous suitable strategies in teaching speaking skill. Therefore, the aim of the teaching learning process was successful and the students can learn English more effectively.

In addition, "teachers have to choose the appropriate method and strategy for student with different quality and quantity" (Brown, 2001; Harmer 2001; Harmer, 2002). Besides, teachers attempt to create good learning environment to make students experience the learning process by using both appropriate materials and teaching strategies delivered by teachers. However, all teachers' try to conform with students' needs has something to do with properly selecting accurate teaching strategies.

Furthermore, William and Burden (2003) stated that strategies used by teachers are the factor of success in language learning. In this research, the researcher expects that the strategies in teaching speaking skill that are implemented by the teachers to high school students were helpful for the students in mastering the target language but she does not get it as expected. Due to this, the researcher intend to conduct the research on the practice of using speaking strategies for teaching speaking skill in EFL class because the situation of the school that demands all of the students to use English as the language of communication in the school.

Given the facts that teachers' strategies are important to attain the lesson objectives, which affect the teaching learning conditions, and speaking skill is typically a sign of successful language learning, which is a subject of teaching a language (Brown and Yule, 1999). Therefore, considering those explanations above, this research was conducted to find out strategies that the teachers used to teach speaking skill in EFL class.

1.2 Statement of the problem

The teaching of speaking is having high concern in many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcome. Strategies employed to achieve the ability to write and speak would be different since the goals of each skill are not the same. The former is concerned with the ability to produce written language, whereas the latter mainly focuses on producing oral/ spoken language. Moreover, the strategies for teaching the English language skills should be made appropriate for each skill in order to attain the expected outcomes. Regarding strategies for teaching speaking, it is ironic that, based on experience of the researcher during teaching in high school, most of students of secondary school were not able to speak English. Furthermore, those who graduated from secondary school do not have sufficient ability for English speaking as the teaching of English in Indonesia is considered unsuccessful (Nur, 2004; Renandya, 2004; as cited in Cahyono and Widiati, 2011).

As Reiser and Dick (1996) teachers can use different strategies of teaching to achieve teaching-learning goals and objectives. It is correspondingly asserted by Cole (2008) that it is the teacher's role to provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being learnt. These imply that it is teachers' responsibility to make students speak English by employing suitable teaching strategies of speaking. Given that teacher's strategies are important to accomplish the lesson objectives, which affect the teaching learning circumstances, and speaking skill is typically a sign of successful language learning (Brown and Yule, 1999), these become the focus of the study.

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

that these techniques and procedures are a way of cooperative language learning to the unfavorable environment of the classroom.

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

However, the researcher of this study has recognized students who have faced difficulty even after completing high school in using speaking skills for real communication. They are, rather, forced to use their first language instead. From her personal experience, the researcher feels that the problem is also common among some university and college students. She believes that ineffective learning might result from ineffective teaching. So, the researcher thinks that the role of teachers in developing speaking skills is very significant.

Therefore, the researcher believes that this area needs attention and should be researched. In addition to some findings and the different studies done on similar issues, my teaching experience in government of secondary school for nine years also convinced me that the teacher's practice in using speaking strategies for teaching speaking skill in EFL class was not enough and students' speaking skill was not adequate enough to meet the demands of their classroom. Farther more, there is no significant research conducted concerning the current study in the selected school. So, this problem needs to be studied further and this research was tried to study the practice of using speaking strategies for teaching speaking skill in EFL class.

Even though research has been conducted into the teaching of speaking skills internationally for example, NyakSurkadi(2019) has conducted research on teacher's strategy in teaching speaking, Sanaa Haji and Sara Jejo (2020) studied on teaching strategies to speaking skill in communicative learning environment, Citra PeriskAbadi(2015) studied on developing speaking skills in EFL English course, etc, very little has been done in Ethiopia. For example, Zenebe (2004), investigated some factors that affect students speaking skill like that of interest, lack of motivation, the method of instruction used by the teacher, interference of mother tongue, fear to make errors, and shortage of teaching aids. Lakew (2004) also conducted his master thesis on

the extent of teachers' involvement in improving students speaking skills and he investigated that there is low teachers involvement in improving learning speaking skill.

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

In addition to this Abdisa (2011) conducted research on the practical of teaching speaking skill and the result showed that teachers do not play active role in developing speaking skills. They do not present the lessons in a memorable and meaningful way. No maximum amount of practice is given for students. Teachers do not create enough opportunities for students to use English in real life communication. But, none of these studies have revealed what the practice of using speaking strategies for teaching speaking skills in EFL class.

The current study hoped to fill the existing gap in this particular area of the research conducted. Hence, this heavily initiates the researcher to investigate and fill the gap by carrying out the study on assessing the practice of using speaking strategies for teaching speaking skill in EFL class in East Gojjam Bibugn Woreda at Litew Asress general secondary and Preparatory school grade 9 in focus.

1.3 Objectives of the Study

1.3.1 General Objective: The main objective of the study is to investigate the practice of using speaking strategies for teaching speaking skill in EFL class.

1.3.2 Specific Objectives: Based on the general objective, this study has the following specific objectives:

- To investigate the speaking strategies for teaching speaking skill in EFL class.
- To find out how EFL teachers practice speaking strategies for teaching speaking skill in EFL Class.
- To find out problems that hinder teaching speaking in EFL class.

1.4 Research Questions: The basic questions that seek answer to the current research are:

1. What are the strategies used for teaching speaking skill in EFL class?

2. To what extent do English language teachers' practice speaking strategies for teaching speaking in EFL class?
3. What are the problems that hinder teaching speaking skills in EFL class?

1.5 Significance of the Study

Conducting a research on the practice of using speaking strategies for teaching speaking in EFL class is very important for several reasons: First, it provides data for teachers about the practice of using speaking strategies for teaching speaking in EFL class. Second, it provides data for language teachers about the current limitations on teaching speaking skills in EFL class. Third, it motivates teachers to practice the strategies of teaching speaking in EFL class. Fourth, it finds out factors that affect the practice of teaching speaking skills in EFL class. Fifth, it is used as a source for other researchers who are interested in studying about speaking. All these make students beneficial to use the language in the class, outside the class and in the future carrier.

1.6 Delimitation of the Study

The research entitled with assessing the practices of using speaking strategies for teaching speaking skill in EFL class was restricted in the Amhara region East Gojjam Zone Bibugn Woreda, Liyew Asres General Secondary and Preparatory School. In addition, the scope of the study was delimited on speaking skill other than other language skills. Although all language skills have their own limitations or problems, the problem that initiates the researcher to conduct this study is students' 'low communicative' skill. When the researcher gave different speaking activities such as making debate, discuss in group on a particular issue, etc, students were passive participant because they cannot communicate enough with in English language. Due to this, the researcher gives more attention for speaking skill from other language skills.

1.7 Limitation of the study

This study has got some limitations. While the researcher was gathering the classroom observation data, she had got a problem to observe teachers adequately when they taught speaking skill. Because the number of speaking topics in the text book are limited, in every unit the text book has only two speaking lesson. Due to this, it took much time to get the necessary information about the study.

In spite of the limitation of time and financial resources the researcher did her best to conduct the study as much comprehensively as possible.

1.8 Definition of Basic Terms

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

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

Strategy is a plan or method for achieving language learning or teaching (Anthony, 1993:57)

Practice is actual application of principles of teaching speaking in EFL class or its theory. **Speaking** is students' ability to express ideas in the classroom orally and fluently in a given meaningful context. Speaking is the ability to communicate with other people.

Teaching Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

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

UNIT TWO: REVIEW OF RELATED LITERATURE

2. INTRODUCTION

In this part of the research, review of related literature which relates to the practice of using speaking strategies for teaching speaking skill in EFL class was discussed. The issues like the nature of speaking, teaching speaking, the need for teaching speaking skill, methods of teaching speaking skill, strategies in teaching speaking skill, challenges in applying teaching speaking strategies and Communicative activities for teaching speaking skill were interpreted briefly.

2.1 The Nature of Speaking

Speaking skill needs interaction between people. It has its own aspects or characteristics.

Speaking is an interactive process performed in real-time with particular patterns and structures influenced by the participants involved, their purposes, the topic, the setting in which it takes place, and so on. The speaker must master and mobilize an arrangement of linguistic knowledge –vocabulary, sound system (segmental features), supra segmental aspects like stress, intonation and rhythm and language functions – along with the kinesics and semiotics usually related to spoken language to avoid extensive hesitation or communicational breakdowns Ruben Constantino(2016).Speaking may be broadly characterized by the use of incomplete sentences, connected or not with conjunctions, what Luoma (12) conceives of as idea units, short turns between interlocutors, together with simple interrogative structures, manipulation of strategies for creating time to speak, like fillers, hesitation markers and repetitions, and informal features (e.g., simpler syntax)Rúben Constantino (2016).

Speaking is a complex cognitive process (Graham-Marr, 2004) and an active use of language to express meaning (Cameron, 2001). It requires the language users to speak fluently, to be able to pronounce phonemes correctly, to use appropriate stress and intonation patterns, and to speak in connected speech (Harmer, 2007). In line with Harmer (2007), Chaney (cited in Kayi, 2006) defines speaking as a process of building and sharing meaning and information through the use of verbal and non-verbal symbols in variety context. In EFL context, the language users are also urged/ initiate to speak in different genres and situation, and they will have to be able to use a range of conversational and conversational repair strategies (Harmer, 2007a).

2.2. Teaching speaking skills

Teaching speaking is an important part of foreign language teaching. Nunan (2003) stated that teaching speaking is to teach ESL learners to produce the English speech sounds and sound patterns to use the language quickly and confidently with few unnatural pauses. According to Al-Hosni (2014), teaching speaking focuses on improving the oral production of learners. In other words, the ability of students to communicate in a foreign language fluently can signify the success of students in speaking. So, teachers of foreign language should pay more attention to teach speaking. In teaching speaking, a teacher provides students with the language components, so they will eventually use the components when they speak (Nunan, 2003). Those language components are dialogue, grammar, pronunciations, and vocabulary. That is why, in the process of learning speaking, students should recite dialogues, learn grammar, learn pronunciations, and learn vocabulary.

2.3. The need for teaching speaking skill

Speaking skill is an essential component of second language learning and teaching, and it deserves the prime focus of attention (Brown and Yule, 1983; Harmer, 1984; Hunan, 2003).

According to Foley and Thompson (2003:45), becoming communicatively competent is a central aspect of learning language. The ability to communicate in a second language clearly and efficiently, contributes to the success of the learner in school and success later in life (TESL Journal).

Speaking skill is an important part of second language competence (Celce- Murcia, 2001). Speaking is also an important medium through which language is learnt. Better speaking ability over the other gives the learner confidence. Byrne (1986:140) wrote that, talking in English can help learners not only to learn new language but also to increase the ability to communicate. Speaking is an interactive process of constructing meaning that involves producing and receiving information.

2.4 Method of Teaching Speaking

“Development in language teaching must depend partly on our ability to understand the effectiveness of our methodology” (Bygate, 1987). Method of language teaching is defined as an overall plan for the orderly presentation of language materials in relation to the selected approach

in a procedural manner (Richards and Rogers, 1986). Similarly, it is also defined as a way of teaching a language which is based on systematic principles and procedures and considered to be application of views on how a language is best taught and learned (Richards, Platt and Weber, 1985).

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

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

The process of interaction in teaching could be reduced by minimizing teachers' involvement in his/her domination of classroom activities and changing the direction of the process of language use (Brumfit and Johnson, 1979). They have also expressed their opposition to the use of translation as a method on the assumption that there is no one-to-one correspondence between the target and the learner's mother tongue. Hence, translation should not be taken for granted in teaching speaking. As to their assumption, frequent use of translation will distract the learner's attention from the search for contextual meaning and hinders the development of learner's fluency. The total process of teaching speaking is a complex phenomenon, which will depend on various degrees of classroom circumstances (Brumfit, 1984).

2.5. Strategies in Teaching Speaking skills

Teaching strategy becomes an important part in learning process. Without strategy, learning objectives would not be achieved. Teaching strategy involves some activities to help students to understand the knowledge. Armstrong (2013) explained that teaching strategy refers to a method used by a teacher in order to help students in understanding the content of the lesson and increase the learning outcomes. Besides, Lestari (2016) stated that teaching strategies as a plan used to deliver a lesson which covers teaching goals and planned procedures in implementing the strategy.

To develop speaking ability of the students, some strategies that can be used to teach speaking are including role-play, simulation, drilling, discussion, storytelling, presentation, and communication games. Those teaching speaking strategies will be specifically explained below:

2.5.1 Role play

Role play is a role that is played by some people using manuscript of a story. Nunan (2003) stated that role play allows students to practice speaking target language before they do it in a real environment. Role play is approved to be communicative language learning because students are actively got involved in the conversations (Nunan, 2001). It means that students are not only as passive learners but also active learners because they practice speaking through conversation. Role play is a good strategy to encourage students to speak foreign language. Students are urged to make improvisation in the conversation. In this context, students are provided an opportunity to be more creative in using language. Harmer (2005) mentioned that students can take the role of completely different characters, for example, one student plays a role as a tourist, and the other student plays a role as a tour guide. The procedures of role play are as follow: first, teacher divides students into some groups; second, teacher gives script for every group with different themes; third, the teacher and the students practice dialogue together; lastly, students practice the role in front of the class.

2.5.2 Drilling

One of the strategies that can be used to improve pronunciation is drilling. Thornbury (2005) defined drilling as an activity of imitating and repeating words, phrases, or the whole utterances. There are steps in drilling activity. First, students are asked to repeat what the teacher says accurately and quickly. In this strategy, students are emphasized to do more practice. Senel

(2006) mentioned that drilling is useful in teaching pronunciation since it can create correct and accurate pronunciation. Therefore, applying this strategy in English foreign class can make students able to pronounce words accurately. By repeating words or sentences, students automatically memorize the words or the sentence. So, drilling can improve students speaking skill and it has several types in form:

2.5.2.1 The Repetition Drill

The teacher says models (the word or phrases) and the students repeat it.

Example: Teacher: It didn't rain, so I needn't have taken my umbrella

Students: It didn't rain, so I needn't have taken my umbrella

2.5.2.2 The Substitution Drill

Substitution drill can used to practice different structures or vocabulary items (i. e one word or more word change during the drill)

Example: Teacher: I go to school. He?

Students: He goes to school.

Teacher: They?

Students: They go to school.

2.5.2.3 The Question and Answer Drill

The teacher gives students practice with answering questions. The students should answer the teacher's questions very quickly. It is also possible for the teacher to let the students practice to ask question as well. This gives students practice with the question pattern.

Example: Teacher: Does he go to school? Yes?

Students: Yes, he does.

Teacher: No?

Students: No, he does not.

2.5.2.4 The Transformation Drill

The teacher gives students a certain kind of sentence pattern, an affirmation sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into a reported speech.

Example: (positive into negative)

Teacher: I clean the house.

Students: I don't clean the house.

Teacher: She sings a song.

Students: She doesn't sing a song

2.5.2.5 The Chain Drill

The teacher begins the chain by greeting a particular student, or asking him a question. That student respond, then turns to the students sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check every student's speech.

Teacher: What is the color of sky?

Student: The color of sky is blue

What the color of banana?

Student A: The color of banana is yellow

What is the color of leaf?

Student B: The color of leaf is green

What is the color of our eyes?

Student C: The color of our eyes is black and white.

2.5.2.6 The Expansion Drill

This drill is used when a long line dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then following the teacher's sign, the students expand what they are repeating part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

Example: Teacher: My mother is a doctor.

Students: My mother is a doctor

Teacher: She works in the hospital.

Students: She works in the hospital

Teacher: My mother is a doctor. She works in the hospital.

Students: My mother is a doctor. She works in the hospital

Teacher: She take cares the patient.

Students: She take cares the patient

Teacher: My mother is a doctor. She works in the hospital. She take cares the patient

Students: My mother is a doctor. She works in the hospital. She take cares the patient.

2.5.2.7 Communicative drills

This kind of drills is quite different from the so-called meaningless and mechanical drills used in a traditional grammar oriented class by some teachers, in which the primary focus is on the form of the language being used rather than its communicative content. Children do not blindly mimic adults' speech in a parrot fashion, without really needing to understand or communicate anything, but make selective use of simulation to construct the grammar and make sense of the expressions according to the grammar. This kind of drills has meanings and connotes information accordingly in a certain situation and at a certain time. It has an information gap and does involve communicative process.

The child has access to language data and opportunities to interact with the inputs (meaningful inputs). When processing the language they hear, children construct the grammar and make sense of the expression according to the grammar. When producing utterance, they follow the internalized grammatical rules. This kind of drilling can be formed by using the other drilling types. But the emphasis is that the student involving something real as well as communicative value and the practice creates an information gap.

Example: Guessing game:

Teacher has something in mind (things, job, event, etc) and the students must guess that

thing by using yes no question:

Students: Is it in the class? Teacher: Yes, it is.

Students: Is it blue? Teacher: No, it is not.

Students: Is it black? Teacher: Yes, it is.

Students: Is it in the front of the class? Teacher: Yes, it is.

Students: Is it black board? Teacher: Yes, it is

With the basis of the communicative drills, teachers may design more advanced Communicative activities so that learners can have more opportunities to produce sustained speech with more variations in possible responses.

2.5.3 Discussion

Discussion is a strategy that involves a topic or issue to be discussed together in a group. This strategy aims to make a conclusion, share ideas about a topic, or find solutions in their group discussion (Kayi, 2006). This can be done by dividing students in to pairs or small groups, discussing a topic in the group for at least ten minutes, and letting students explain the result in front of the class. In line with Hadfield (2000) who mentioned that in discussion, students can tell each other about their ideas, feelings, and experiences in greater depth and detail.

2.5.4 Simulation

Is a technique/ strategy used by the teacher in teaching speaking. Harmer (2001) defined that simulation is an activity where students imitate a real life environment. In simulations, students can bring items to the class to create a real life situation (Kayi, 2006). It is the same as Nunan (2003) who mentioned that in simulation, props and documents provide a somewhat realistic environment for language practice. The example activity in simulation is a simulation of applying job vacancy.

2.5.5 Storytelling

Storytelling is a good way to join instruction and entertainment. As Lestari (2016) stated that through storytelling, the teacher can create an atmosphere in which the students can learn English while being entertained. When the teacher tells stories to the students, the teacher

communicates with the students, entertains them, and passes on information. Therefore by using storytelling, students can practice listening and speaking skills in a fun and interactive way. It is expected for shy or slow learners to be active participants to show their ability and get their confidence in communicating using English. This strategy also helps students to express and develop ideas from beginning up to the ending of the story about the characters and setting of the story (Kayi, 2006). Teacher can choose a simple story with only few characters and uncomplicated plot. The students listen to the teacher' story and repeat it. This aims to give them an opportunity to improve their speaking ability.

2.5.6 Presentation

Oral presentation is a technical way to solve students' problem in speaking. Nadia (2013) stated that presentation is an activity which uses oral expression course to develop students' speaking skill. Nadia also explained the implementation of presentation. The first is that the topic of the presentation can either be given by the teacher or it is freely chosen by students themselves. The students find the information about this topic, and the students give the information to the audience afterward.

2.5.7 Communication Games

Game is a learning strategy that can be used to develop students' language skills. Game is an activity in which the learners play and usually interact with others (Wright, 2006). Leon & Cely (2010) asserted definition of game as an activity involving skill and knowledge or opportunity which each person follows the rules and attempts to win against the other. In addition, a game can be defined as an enjoyable activity with a set of rules or terms against each other (Webster's New Dictionary, 1994). Based on Amrullah (2015), teaching and learning process can be more interesting by using games because games are very helpful to energize the students and recharge their spirit in studying. Teacher can use games in warming-up activity such as mentioning some vocabularies that are related with an interesting topic. One of the examples of games is guessing game. In the activity of guessing game, the students are divided in to two groups. Every representative of the group chooses the picture that is given by the teacher and make simple sentence as a clue, for example if one group choose picture "apple", so the other group must guess the picture by asking many question like "Is it fruit? Is it small?" then the group that has the picture can only answer "Yes" or "No".

2.6. Challenges in Applying Teaching Speaking Strategies

Speaking is a difficult skill for English language learners because the students should learn about grammar, pronunciation, vocabulary, intonation, and stress words. In teaching speaking, teacher does not always succeed in implementing a strategy. Sometimes the teacher finds difficulties when teaching speaking in using teaching strategy.

2.6.1 Role play

In role play, lack of the time is the biggest challenge/ problem faced by teacher. Omulando, Barasa, & Maryslessor (2014) stated that teacher wishes to involve all the activity but time could not allow them. Role play needs a lot of time to do. Sato (2001) mentioned that role play spends a lot of classroom time. Regular 40 minutes lesson is too short for an effective activity to take place. Besides, students at lower grades are more eager, but they sometimes become too noisy (Lin, 2009). As a result, teacher should take some times to control them. On the contrary, for students at higher grades, noisy was not an issue as they better-behaved but they have less enthusiastic. Westrup and Planander (2013) stated that students do not want to participate because they argued that this strategy is childish, or students feel an embarrassment to participate.

2.6.2 Discussion

A challenge that commonly appears when applying this strategy is that there are students who are passive in a group discussion. Freeman and Greenarce (2011) stated that in discussion, there are students who dominate the discussion and there are also those who are less active. Webster, Blatchford, and Baines (2015) stated that the students cannot work together and are unable to learn from one another, increase noise, disruption and off-task behavior. As a result, the teacher will spend too much time to control the class and make the class to be conducive.

2.6.3 Presentation

In teaching speaking, the teacher also faces difficulty in applying this strategy. The factor of the difficulty is appearing from their students. Nadia (2013) revealed that most of students are not able to speak English. On the other side, the teacher is also having difficulty to make the students active in the presentation. Berhanu and Tesfaye (2015) asserted that shyness is a factor that hinders learners from participating actively in presentations.

2.6.4 Communication Games

Games are fun. However, implementing games is not always easy thing to do. Usually teacher faces difficulty in controlling the students in the class which makes students noisy and class is not conducive. Armadi, Kultsum, and Dewi (2017) said that the teacher in managing time and controlling the class. They also stated that students feel afraid, shy, and hard to pronounce new vocabularies, and are less motivated to play the game.

2.6.5 Storytelling

The challenges might be faced by teachers in teaching using storytelling. According to Keshata (2013), the teacher finds difficulties using this strategy. It is frequently caused due to time constraint and noise inside the classroom. This may be attributed to the lack of teachers' knowledge and training of this strategy.

2.7 Communicative activities for teaching speaking skill

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question (Nunan 1991:5-7). In contrast, as cited in Parrott (1993), the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding (Parrott, 1993:97-99).

Nunan, Harmer and penny (1991); stem (1983) and Brown (1980) have indicated that teachers need to incorporate a purpose and an information gap and allow for multiple forms of expression to create classroom speaking activities that will develop communicative competence. They emphasize that teachers need to combine structured output activities, which allow for error correction and increased accuracy. Communicative output activities give students opportunities for the students to practice language more freely. According to them communicative activities are based on communicative goals that enable the students:

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

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

Parrott (1993:201-202) and prabhu (1987:110-112) and Clark (1987:238-239) have identified various activities to help learners develop their oral fluency.

- ❖ Information gap activity: This involves a transfer of given information from one person to another, from one form to another, or from one place to another generally calling for the decoding or encoding of information form or into language.
- ❖ Opinion gap activities: This involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation.
- ❖ Ranking activities: students are given a possible list of something so that they are asked to put in order through group discussion.
- ❖ Guessing activities: students work in small groups one of the students in the group is given a situation. The other students have no discovered the situation given to the students by asking questions to which the answer is ‘yes’ or ‘no’.
- ❖ Problem-solving activities: the students work in groups. One of the students in the group is given a fantastic story and an explanation of the background. The

students tell the rest of the group the story. The other students ask questions to try to discover the background.

- ❖ Role-play: are activities in which the learners play parts.
- ❖ Group discussion: are activities in which the learners discuss and come up with the result (reach up on the conclusion).
- ❖ Project-based activities: are activities to perform certain tasks in order to use the language through them.
- ❖ Prepared monologues: in those kinds of activities each student is asked to prepare to talk about a hobby or personal interests for two to three minutes.

Parrott (ibid) recommends that teachers can use a balanced activities approach that combines language input (teachers talk, listening activities, reading passages and language heard and read outside the class) structured output (which focuses on correct form) and communicative output (in which the main purpose is to complete a task) to help students develop communicative efficiency in speaking. According to him two common kinds of structured output activities are information gap and jigsaw activities. In both these type of activities, students complete a task by obtaining the missing information which are related to real communication. Communicative output activities allow students to practice using all of the language they know in situation that resemble real settings.

According to the researchers understanding the above mentioned activities should incorporate in teaching speaking skill because providing a Variety of pedagogical activities in teaching speaking is one of the components of teaching competency.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3. INTRODUCTION

This chapter provides a detailed description of research design, research setting, population, sample size and techniques, sources of data, data collecting instruments: questionnaire, observation, and interview, validity and reliability of the instruments, data collecting procedures, methods of data analysis and Ethical consideration briefly.

3.1 Research design

The main aim of this study was to assess the practice of using speaking strategies for teaching speaking skill in EFL class at Liyew Asres general secondary and preparatory school. Therefore, descriptive research with a mixed method approach which is both qualitative and quantitative approaches was used in this study. The researcher employs this method mainly because she believed that it would be suitable and relevant for the study. Since the study is mainly concerned with describing what is actually being practiced by language teachers to teach speaking skills, this research design is preferred over others. Moreover, the researcher felt that it would enable her to have access to multiple instruments of gathering information. Descriptive surveys demonstrate relationships and describe the world as it exists. This kind of research involves a collection of strategies used to specify, define or describe naturally occurring phenomena without experimental manipulation (Silinger and Shahomy 1989). It is used to establish the existence of phenomena by explicitly describing them.

This design was found appropriate since it permits the researcher to get information related to the problem from various sources so that more strong result and convincing arguments can be obtained which can help to draw conclusion about the study.

3.2. Research Setting

The data collection was carried out in one governmental preparatory school Liyew Assers general secondary and preparatory school which is found in Amhara region in East Gojjam zone at Digo Tsion town which is found in the southern part of Bahir Dar. Digo Tsion town is located 81 kilo meters to North east direction from Debre Markos University. The school was chosen for its proximity to the researcher.

3.3. Population, Sample size, and Sampling Technique

The populations of the research were all seven (3males and 4females) grade 9 English language teachers and 75 (43males and 32females) 10% of grade 9 students from seven hundred fifty four (754) (390males and 364females) students were selected from Liyew Asress general secondary and preparatory school. The school and the grade level were selected purposively because the researcher works there and teaches in the given grade level and also observes the problem well. In addition, this made easier for her to gather enough information and it helps her to study the issue deeply and makes the research reliable. Moreover, there had not been any significant research conducted concerning the current study in the selected school.

The participant teachers were selected by using compressive sampling method since the research was included every unit in the sample and the sample students were selected using simple random (lottery system) sampling technique. Because simple random sampling technique is important to select participants from large population within a short time and the technique is free from bias in sample selection. So in simple random sampling technique, the researcher prepared a lottery for 75 students which consisted 00 and 01 up to 75 and population of the study were picked up lotteries which was prepared by the researcher. The one who was taken 00 was excluded and those who took 01 to 75 were taken as a sample group.

3.4. The sources of data

Teshome (1978) explains the term selection as to locate information rich sources of data rather than to seek a representative position those possess the qualities of the whole well for the purpose of the study. The informants were selected in their direct relation and position with the objective of the study. Therefore, the main data sources for this study were grade 9 English language teachers and students from the selected school.

3.5. Data Collection Instruments

In order to achieve the intended research objectives and to collect relevant data for the research from the samples of the target population, the researcher designed three research instruments, such as questionnaires, and observation for both teachers and students, interview for teachers as instruments. Data was collected through questionnaires, observation and interviews from the participants. The use of these data collection instruments helped to validate all the answers in questionnaires, interview and observation checklist.

3.5.1 Observation

According to Seliger and Shohamy (1989) observation are important tools that can be employed in descriptive research and other qualitative research types for gathering genuine and pertinent data on teachers and students behaviors in the actual setting. Observation is one of the most essential data collection instruments which is performed through watching and monitoring the subjects to get the exact or real information about how to implement or practice the strategies for teaching speaking skills during the actual teaching learning process. So to assess what actually happens during teaching and learning speaking skill, the researcher had classroom observation. The observation check list was adapted from Abdisa (2011) study. The researcher selected three (3) sections from fourteen sections (14) and observed six (6) times by using observation checklist that consists about techniques, strategies and activities used by teachers when the teaching of speaking was conducted.

The researcher observed in non-participant way while conducting the study. She used the adapted observation checklist to register the points that applied during the actual classroom observation and the result was interpreted along with the result of questionnaire.

3.5.2 Questionnaire

Best and Kahan (1989) and Sharma (2000) state that questionnaire enables a researcher to collect data from large groups of individuals within a short period of time, and it is also easy to administer to a number of subjects in one place at a time. Questionnaire is widely used in educational research to obtain information about certain conditions of an individual or group (Biddle, 1989). Therefore, to get information about the problem of teaching or practicing speaking strategies, both closed and open ended types of questions were used to gather relevant data. In these two types of questions (open and close ended), raised different ideas which relates to the type of teaching speaking strategies and the way of implementation in teaching speaking skill in EFL class. The questionnaires were adapted from Abdisa, (2011) study. The questionnaires items were set by the researcher in reference to related literature and her experience. It also employ as it could incorporate diverse items of questions in order to explore issues in depth. The teacher's questionnaire consists two sections. The first section had eight questions that devoted to the communicative methods of teaching speaking skill and the second part had two open ended questions about the major factors that hinder the teaching speaking

skills. In addition to this, student's questionnaires also had three parts. The first section had ten questions about the strategies, the second section had eight questions that devoted to the techniques and the third section had ten questions about the communicative activities used by the teachers to teach speaking skill. The questionnaires were distributed for 7 English language teachers and 75 grade 9 students and filled by them. Then the result was discussed, analyzed and interpreted.

3.5.3 Interview

Creswell (2003) state that interviews were involves unstructured and generally open-ended questions that are a few in numbers and intended to elicit views and opinions from the participants. It is the process of communication or interaction in which the subject or the interviewees give the necessary information verbally in face to face. Therefore, individual interview is conducted to obtain the authentic information.

The interview questions were addressed for three selected teachers. The participants were selected using purposive sampling and semi-structured questions were designed to interview these three well informed teachers. These questions raise different ideas which relates to problems that hinder the practice of using speaking strategies in teaching speaking skill in EFL class, strategies they use for teaching speaking and types of speaking activities they give to develop students' speaking ability. As the problem affects the teaching learning process and it is more difficult for teachers to teach speaking skill, the researcher gives the chance for teachers than students because she believes that teachers give the exact information for the given interview questions. To achieve this, the interviewees' response was carefully noted by the researcher for the purpose of interpretation and analysis of data.

3.6. Validity and Reliability of the Instruments

In order to maintain the validity and reliability of the instrument, a pilot study was done on 35 grade 9 students selected with simple random sampling techniques at Bibugn Woreda, specifically in Wabir secondary school. Moreover, 3 teachers were selected using simple random sampling technique as participants in the pilot. Before the actual data collection, the instruments were given to so as to get valuable comments and criticisms on the strengths and weaknesses of the items.

In this study the validity of the instruments were checked by three MA TEFL holder teachers and my advisor. Based on the comments obtained, necessary modifications were made on face and content validity of the instruments; the researcher made various changes in the item of data gathering instruments and procedures, such as: double barreled questions and unclear instructions. In this study the reliability of questionnaire items for teachers and students' were checked by Cranach's alpha coefficient in the pilot study. Cronbach's alpha value of 0.80 or higher is taken as a good indication of reliability, although others suggest that it is acceptable if it is 0.67 or above (Cohen et al., 2007). The instruments in this study were checked in small-scale study in Bibugn Woreda, Wabir secondary school. Thus, the reliability of the questionnaires was tested by Cranach's Alpha method. The computed reliability of the instruments was 0.754 which is acceptable.

3.7. Data Collection Procedure

In this study, data was collected through questionnaire, interview and classroom observation. Before collecting data, sample grade 9 English language teachers and students were identified. Then, the researcher employed different data collection instrument at different times.

First the prepared questionnaires were delivered to 7 teachers and 75 students. Then the researcher collected students' and teachers' sample questionnaires. After collecting, the researcher read their answer and the data was classified and analyzed properly to gain input to design interview questions.

Secondly, interview was undertaken for three sample English language teachers. The data that obtained from interview help the researcher to crosscheck with classroom observations.

Finally, classroom observation was made. English language teachers and students were observed during EFL lessons. Moreover, the problems which were presented using these tools were identified and results were collected.

3.8. Method of Data Analysis.

The nature of the data analysis of any research depends on the nature of data collected (Cohen et al, 2000). Data was analyzed both qualitatively and quantitatively. Specifically the data that was collected from questionnaires was analyzed with descriptive statistics quantitatively. Quantitative data were coded, tabulated, and analyzed by using quantitative method such as frequency, and

percentage. The data gathered from both interview and classroom observation was analyzed with narrative descriptive qualitatively. That is depending on the characteristics of qualitative research data analysis approach, these data was displayed, put down in words in accordance to verification of research question.

In brief after carefully gathering the appropriate data using the three instruments of data collection, the data was analyzed in an integrated manner using different statistical tools and narration, thus, frequency counting, percentage and description of narration of the qualitative data was applied to analyze and describe the data in this study.

3.9. Ethical Considerations

A researcher's perspective was achieved systematically following ethical considerations and providing detailed information according to the type of instruments. In questionnaire confidentiality and anonymity should keep-the researcher telling for the participants, their participation should be for the purpose of research only and no need of writing their name. In observation the researcher would not inform the purpose of observation and took the actual practice of the classroom. In interview the researcher told the participants to be free in expressing their idea. Guarantee transparency and access to data and instruments was provided a systematic description of criteria of analysis ensuring reliability between theory, goals, methods of data collection and analysis and the claims made. These considerations were developed in the corresponding sections of this study.

CHAPTER FOUR: Data Analysis and Discussion

INTRODUCTION

The main purpose of this study was to assess the practice of using speaking strategies for teaching speaking skill in EFL class. To achieve this, questionnaires consisting of closed and open ended were distributed to 7 teachers and 75 students. moreover, six class room observation was conducted and 3 teachers were interviewed.

In this chapter, the responses of the questionnaires from teachers and students, the interview of teachers and the actual classroom observation were analyzed, interpreted and discussed. The descriptive statistical methods such as percentage and frequency numbers of quantitative analysis and qualitative methods for open ended questionnaire, classroom observation and interview were employed. The analysis, interpretation and discussion begin from the questionnaires and followed by interview and ended with the classroom observation.

4.1. Results

4.1.1 Response of teachers to the questionnaires

Questionnaire was one of the instrument used to collect the data from teachers. The questionnaire was about teachers levels of awareness on communicative methods of teaching speaking. so eight closed and two open ended questions prepared and asked for teachers to assess their levels of awereness on communicative methods of teaching speaking. The result of responses statistically analyzed as follows:

1. Responses of teachers according to the questionnaires

Table 1: The teachers responses on awareness and practice towards using communicative methods of teaching speaking skill

No	Items	Rating scales									
		1(SDA)		2(DA)		3(A)		4(SA)		Total	
		No	%	No	%	No	%	No	%	No	%
1	Communicative strategy of teaching speaking skill focuses on meaning.	1	14.28			4	57.15	2	28.57	7	100
2	In communicative method, fluency has a great role in developing speaking skill.					1	14.28	6	85.72	7	100

3	In using communicative strategy for teaching speaking skill, teachers should acquire the procedures of less teacher centered role.			1	14.28	2	28.57	4	57.15	7	100
4	Teachers are the most dominant person in teaching speaking skill.	1	14.28	2	28.58	4	57.15			7	100
5	Using speaking strategies for teaching speaking doesn't help students to feel active and interactive in the class.	4	57.15	2	28.57	1	14.28			7	100
6	In communicative methods of teaching speaking the teacher should take the role of facilitator and advisor.					2	28.58	5	71.42	7	100
7	In communicative methods of teaching speaking errors are seen as natural outcome of the development of the communication skills and are therefore tolerated.					3	42.85	4	57.15	7	100
8	In the implementation of communicative method a sensible uses of students native language is acceptable.	1	14.28	4	57.15	2	28.57			7	100

Responses are given in rating scale: strongly Agree=4 (SA), Agree=3 (A), Disagree=2 (DA) and Strongly Disagree=1 (SDA)

As it is clearly shown in the item number 1 that concerned communicative methods focus on meaning of the above table 1, 1(14.28%) teacher replied that 'strongly disagree' where as 4(57.15%) majority of the research participants responded that 'agree'. Similarly, 2(28.57%) respondent replied that 'strongly agree'. The results showed that teachers practice on communicative methods of teaching speaking focuses on meaning than form inclined to 'agree and strongly agree'. In line with this Brown(1994) explained that one of the characteristics of CLTM is focus on all the components of communicative competence and not restricted grammatical or linguistic competence.

In item 2 of table 1, teachers were asked in communicative method, fluency has a great role in developing speaking skill, 1(14.28%) and 6(85.72%) respondents replied 'agree' and 'strongly agree' respectively. In supporting this although Brown (1994) and Richards and Rogers (2001) stated that communicative techniques and fluency are the more important dimension of communication.

As can be seen from the above table, under item 3, the role of teachers for communicative methods of teaching speaking, 1(14.28%) of respondent replied that 'disagreement' regarding teachers being followed less teachers centered in CLTM. But 2(28.57%) and 4(57.15%) respondents replied 'agree' and 'strongly agree' respectively. In line with this, Larsen Freeman (2000:17) said that CM procedures often requires teachers to acquire less teacher centered classroom management skill. In addition, Savignon(2001:1) explained as language teachers in the classroom should be facilitated the communication process between all participants acting as an independent participant within the learning teaching group.

Regarding item number 4, 1(14.28%) of research participant responded 'strongly disagree' and 2(28.57%) replied that 'disagree'. Where as the other 4(57.15%) respondent responded that they 'agree' on the teachers being followed high teacher dominance role in teaching speaking skill. As the data shows above, most of the participants agreed that teachers are dominant person in teaching speaking skill.

In reply to item number 5, of table 1, that 4(57.15%) the majority of the respondent replied 'strongly disagree' and 2(28.57%) replied 'disagree'. Where as the remaining 1(14.28%) of respondent answered 'agree'. Therefore, from the data presented above almost teachers showed the degree of agreement on the students active participation in communicative method of teaching speaking skill. In line with this Littlewood(2007) suggests that authentic communication should be the goal of communicative method of teaching so that learners are active participant in the classroom to apply in authentic setting.

As it is shown in table 1, in responding to item 6, 2(28.57%) of the respondents agreed on language teachers role to be facilitator and advisor. Similarly 5(71.43%) of participants showed their strong agreement regarding teachers role in teaching speaking to be facilitator and advisor. The result shows that the respondent likely to strongly agree on this item.

As can be seen from the above table, under item 7, 3(42.85%) respondents agreed that errors should be seen as the natural outcome in developing of communication skill. Similarly 4(57.15%) teachers responded 'strongly agree' that tolerating learners' errors and should be seen as natural outcome of the development in the teaching speaking skill. In light of this Richards& Rodgers,(2001) and Nunan(2003) learners are risk taker in communicative methods of teaching speaking: as a result, students are expected to interact primarily with each other rather than with teachers. At this stage, errors are expected from students, and teachers should tolerate learners' errors.

As it is shown in the item number 8 of the above table 1, on the use of students native language in communicative methods of teaching speaking skill,1(14.28%) and 4(57.15%) of reaserch participants responded 'strongly disagree' and 'disagree' respectively. The remaining 2(28.57%) respondent replied 'agree'. Based on the above data, most of the respondents disagree on the students sensible use of native language.

2. Responses of teachers' for open – ended questions

The researcher designed two open – ended questions to express their opinion and suggestion about using communicative methods of teaching speaking skill. The collected data from teachers questionnaire presented as follows:

Q1.what are the major factors/challenges that hinder the teaching speaking skills in EFLclass in your school?

Teachers responded that there are different factores that affect teaching speaking skills such as: Lack of confidence of students to speak or use English in the class and outside the class, fear of making mistake when they speak english, lack of training that given for teachers on the methods of teaching speaking skill, not sufficient reference books are present which help the students to develop their speaking skill, students text book does not give more coverage for speaking skill, lack of students experience in speaking English and poor in production of words and lack of time to give and perform tasks for individual students because of large number of students present in one section.

Q2.what things should be improved in order to give a more communicative instruction in teaching speaking skills in EFLclass?

The research participants suggest that: There must be follow up and support the students from the school community, the training must be given for the teachers to upgrade their knowledge and also on the methods of teaching speaking skill, sufficient communicative reference books should be presented and also language club should be functional in the school, different kinds of activities should be given for the students, students should use English language in the class and out side the class with out fearing of any thing and student centered teaching learning process should be applied.

4.1.2 Response of students to the questionnaires on strategies used by teacher for teaching speaking skill

This questionnaire was three types i.e.about, strategies, techniques and communicative activities used by the teachers for teaching speaking skill. There are 28 questions,10 questions on strategies, 8 questions on techniques and 10 questions about communicative activities.

Table 2: Students responses on strategies used by teacher for teaching speaking skill

No	Items	Always		Usually		Sometimes		Rarely		Never		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Group discussion	7	9.33	10	13.3	20	26.66	36	48	2	2.66	75	100
2	Dialogues /conversation	20	26.66	21	28	30	40	2	2.66	2	2.66	75	100
3	Questions and answers	55	73.3	15	20	5	6.66	–	–	–	–	75	100
4	Translation /interpretation	22	29.3	34	45.3	15	20	5	6.66	–	–	75	100
5	Instruction	39	52	17	22.6	13	17.33	6	8	–	–	75	100
6	Panel discussion and debating	3	4	3	4	20	26.66	41	54.66	8	10	75	100
7	Oral report	3	4	7	9.33	26	34.66	35	46.6	4	5.33	75	100
8	Story telling	5	6.66	2	2.66	37	49.33	26	34.6	5	6.66	75	100
9	Interview	–	–	4	5.33	10	13.33	27	36	34	45.3	75	100

10	Role play and drama	4	5.33	4	5.33	11	14.66	36	48	20	26.6	75	100
----	---------------------	---	------	---	------	----	-------	----	----	----	------	----	-----

As it is clearly shown in the item number 1 of the above table 2, 7(9.33%) students responded that teachers use group discussion ‘always’ whereas 10(13.33%) reaserch participants responded that teachers use group discussion ‘usually’. And also 36(48%) students responded that teachers use group discussion ‘sometimes’. The remmaining 20(26.66%) of the students responded that the teachers use group discussion ‘rarely’ and 2(2.66%) students responded that the teacher never use group discussion. The result shows that the teachers use group discussion ‘sometimes’. In line with this underhill (1987:45-86) explains that group discussion is an interesting strategies to be used by teachers for developing learners speaking skill. In addition, Hadfield (2000) who mentioned that in discussion, students can tell each other about their ideas, feelings, and experiences in greater depth and detail.

Regarding dialogues/conversation on item number 2, 20(26.66%) and 21(28%) research participant students responded that the teachers use dialogues/conversation ‘always’ and ‘usually’ respectively. The rest 30(40%), and 2(2.66%) students responded that the teachers use dialogues/conversation ‘sometimes’ and ‘rarely’ respectively. And 2(2.66%) student answered that the teachers never use dialogues/conversation. Based on the above data the result shows that teachers use dialogues/ conversation sometimes.

As it can be seen from the above table 2, on item number 3, 55(73.33%) the majority of research participant students responded that the teachers use question/answer ‘always’ and 15(20%) participant students answered that the teachers use question/answer ‘usually’. The rest 4(5.33%) and 1(1.33%) research participant responded that the teachers use question/answer ‘sometimes’, ‘rarely’. The result shows that the teachers use ‘always’ question/answer kind of strategies for teaching speaking skill. Regarding this, (Nunan 1991:5-7) states that the purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

Regarding translation/interpretation 22(29.33%) the participant students responded that the teachers use translation/interpretation ‘always’. The majority of research participant 34(45.33%) students responded that the teachers use translation/interpretation ‘usually’. The other 15(20%) students responded that the teachers use translation/interpretation ‘sometimes’. The remaining

3(4%) research participant student responded that the teachers use translation/interpretation 'rarely'. The result of respondent shows that the teacher use translation/interpretation strategies usually for teaching speaking skill.

As it is shown in the above table 2, on item 5, 39(52%),17(22.66%) and 13(17.33%) research participants responded that the teachers use instruction 'always', 'usually' and 'sometimes' respectively. The rest 6(8%) students answered that the teacher use instruction 'rarely'. The data result shows that almost respondents confirmed that this is a kind of strategy in their EFL class that teachers use to teach speaking skill.

As shown in the above table 2,on the item 6, 3(4%) and 3 (4%)research participant students responded that the teachers use panel discussion and debating 'always' and usually respectively. Similarly 20(26.66%) research participant students answered that the teachers use panel discussion and debating 'sometimes'. But 41(54.66%) the majority of the research participant students responded that the teachers use panel discussion and debating 'rarely'. The remain 8(10%) research participant students responded that the teacher never use panel discussion and debating. The results shows the teachers use panel discussion and debating strategies rarely for teaching speaking skill.

In table 2, in item 7, 3(4%), 7(9.33%) and 26(34.66) research sample students responded that the teachers use oral report strategies 'always', 'usually' and 'some times' for teaching speaking skill respectively. The other 35(46.66%) the majority of research sample participant students responded that the teachers use oral report strategies 'rarely' for teaching speaking skill. The remaining 4(6.7%) respondents answered that the teachers' never' used this strategy for teaching speaking skill. The result of this data shows that the teachers rarely used oral report strategies for teaching speaking skill.

In item 8,in the above table 2, 5(6.66%) and 2(2.7%) participant students responded that teachers use story telling strategies 'always' and 'usually' for teaching speaking skill respectively. The other 37(49.33%) research participant students responded that the teachers use story telling strategies 'sametimes'. The remaining 26(34.66%) respondents answered that the teachers use story telling 'rarely' whereas 5(6.66%) research sample students responded that the teachers

never use story telling strategies for teaching speaking skill. The result shows that the teachers use story telling strategies sometimes for teaching speaking skill.

As it is clearly shown in the above table 2, on item 9, 4(5.3%) and 10(13.33%) research participant students replied that the teachers use interview strategies, ‘usually’ and ‘sometimes’ for teaching speaking skill respectively. The other 27(36%) research participant students answered that the teachers use interview strategies ‘rarely’ for teaching speaking skill. The majority of the research participant students 34(45.33%) replied that the teachers ‘never’ use interview strategies for teaching speaking skill. As the result of data showed above, teachers don’t use this strategy for actual practice of teaching speaking skill.

As can be seen in the above table 2, on item 10, 4(5.33%),4(5.3%) and 11(14.66%) research sample students replied that the teachers use role play and drama strategies ‘always’, ‘usually’ and ‘sometimes’ for teaching speaking skill respectively. The majority of the research participant students 36(48%) responded that the teachers ‘rarely’ use role play and drama strategies for teaching speaking skill. The rest 20(26.66%) research participant replied that the teacher never use role play and drama strategies for teaching speaking skill. The results of the above data shows the teacher used this strategies rarely for teaching speaking skill. In line with this Nunan (2003) stated that role play allows students to practice speaking target language before they do it in a real environment. In addition, Landousse(1987) states that teaching students oral skills through role play will make them feel it a fun and relax.

4.1.3 Analysis of classroom observation on strategies used by teachers for teaching speaking skill

Table 3: Analysis of classroom observation on strategies used by teachers for teaching speaking skill

No	Strategies used by teachers in the class while	Yes	No
----	--	-----	----

	teaching speaking skill				
		No	%	No	%
1	Group discussions			6	100
2	Dialogues /conversations	6	100		
3	Questions and answers	6	100		
4	Translations interpretation	6	100		
5	Instruction	6	100		
6	Debating /panel discussion			6	100
7	Oral report / presentation			6	100
8	Story telling			6	100
9	Interview			6	100
10	Role play and drama			6	100

Regarding the strategies teachers used to teach speaking skill in EFL class, 6 successive days observations are concerned the data shown above, the teachers used only completing dialogues, questions and answers, translations interpretation and instruction strategies for teaching speaking skill. The other oral report, storytelling, interview, debating/panel discussion and role play and drama strategies were not used by teachers for teaching speaking skill and also the student text is not give more coverage for those strategies. Although Underhill (1987) recommends teachers use a variety of strategies for teaching speaking skill and Armstrong (2013) explained that teaching strategy refers to a method used by a teacher in order to help students in understanding the content of the lesson and increase the learning outcomes, most teachers used the traditional teaching approach i.e. teachers based. Even in some classes the students organized in 1 to 5 peers supported group, the teachers do not give tasks to be discussed in groups.

4.1.4 The responses of students on techniques used by teachers to teach speaking skill

Table 4: The responses of students on techniques used by teachers to teach speaking skill

No	Items	SDA		DA		A		SA		Total	
		No	%	No	%	No	%	No	%	No	%
1	The teacher helps me to identify what ways of learning is useful in speaking English.	4	5.33	10	13.3	20	26.6	43	57.3	75	100
2	The teacher experiments me with different ways of using language techniques (games, different arrangement of words and etc).	34	45.3	21	28	16	21.3	4	5.33	75	100
3	The teacher helps me to practice speaking skill using his/her different techniques such as gesture,mime etc.	10	13.3	13	17.3	38	50.6	14	18.3	75	100
4	The teacher helps me to remember what I did before.	—	—	6	8	28	37.3	41	54.7	75	100
5	The teacher helps me to point out my mistakes while practicing speaking skill.	26	34.6	20	26.6	23	30.6	6	8	75	100
6	The teacher encourages me to speak English outside the classroom.	18	24	37	49.3	13	17.3	7	9.33	75	100
7	The teacher helps me not to be so much concerned with accuracy.	32	42.6	21	28	16	21.3	6	8	75	100
8	The teacher encourages me working in English club enjoying free talk program	39	52	26	34.6	10	13.3	—	—	75	100

Key: SDA= strongly disagree, DA=disagree, A= agree SA=strongly agree

As it is shown in the above table 4, on item 1, the students asked if the teachers helped the students to identify what ways of learning is important for speaking English, 4(5.3%) and 10(13.33%) research participant students' responded that 'strongly disagree' and 'disagree' respectively. Whereas 20(26.66%) students responded 'agree'. The remaining 43(57.33%) research participant students replied that 'strongly agree'. The result shows that the teachers

helped the students to identify what ways of learning is useful for speaking English. In line with this Hedge (2000) states that using cognitive strategies enable learners to deal with the presented tasks by using note taking, repetition, summarizing, translation etc.

As can be seen from the above table 4, on item 2, the students were asked whether or not the teachers experimenting students with different ways of using techniques such as (language game, grouping of words etc.) for teaching speaking skill, 34(45.33%) and 21(28%) of research sample students responded that 'strongly disagree' and 'disagree' respectively. Whereas, 16(21.33%) students responded 'agree'. The remaining 4(5.33%) students replied 'strongly agree'. The result shows that the students believed teachers did not use this technique for teaching speaking skill. Regarding to this Hall (1997) states that every learner within the same classroom may have different learning style, awareness and motivation for language learning; therefore, language teachers use a wide range of techniques to experiment his/her students in different ways: such as language games, grouping of words with relation etc.

In item 3 of the above table 4, regarding teachers use communicative methods/ techniques like gesture, mime etc. for teaching speaking skill, 10(13.33%) and 13(17.33%) of the research participant student responded that 'strongly disagree' and 'disagree' respectively. Whereas the majority of research participant students 38(50.66%) replied that 'agree'. The rest 14(18.66%) students responded that 'strongly agree'. The result showed that the teachers use this technique for teaching speaking skill. Regarding to this Hedge, (2000) and Canel and Swain,(1980) state that using communicative techniques such as gesture, mime, etc. make students understand and maintain conversation with others.

Regarding to teachers helping the students to remember what they learned before in teaching speaking skill, 6 (8%) of the research sample students responded that 'strongly disagree'. The other 28 (37.33%) of students responded 'agree' and 41 (54.66%) the majority of the students responded that 'strongly agree'. The results of the data show that the teachers have the assumption to remind the previous speaking lessons before they start the new one.

As shown in the above table 4, on item 5, on the teacher helping learners to point out their errors while practicing speaking skill, 26(34.66%) the majority of the research sample students responded that 'strongly disagree'. The other 20(26.66%) of the students replied that 'disagree'.

The remaining 23(30.66%) and 6(8%) student's responded 'agree' and 'strongly agree' respectively. The result shows that most of the participant students reflected their disagreement that teachers didn't use this technique. In line with this Rubin and Thompson (1982) state that helping learners to ask their errors and make them learn from their errors is the role of language teachers for teaching speaking.

Regarding teacher's encouragement to speak English outside the classroom in item 6, 18(24%) of the research sample students replied 'strongly disagree'. Similarly the majority of the students 37(49.33%) responded 'disagree'. The rest 13(17.33%) and 7(9.33%) students replied 'agree' and 'strongly agree' respectively. The result showed that the teachers didn't encourage students to speak English outside the classroom.

As it is shown clearly in the above table 4, on item 7, the priority was given for fluency than accuracy, 32(42.66%) and 21(28%) the majority of the research sample students replied 'strongly disagree' and 'disagree' respectively. The other 16(21.33%) of participant students responded 'agree' and the remaining 6(8%) research participant students replied 'strongly agree'. The result shows that the most students reflected their disagreement that the teachers didn't give priority for fluency than accuracy.

Regarding item 8, on the above table 4, the teachers encourage students to work in English club and to enjoy free talk program, 39(52%) and 26(34.66%) of the research participant students responded 'strongly disagree' and 'disagree' respectively. The rest 10(13.33%) of the participant students responded by saying 'agree'. The result shows that the teachers didn't encourage students to work in English club and to enjoy free talk program.

4.1.5 Analysis of observation on techniques used by English teachers for teaching speaking skill

Table 5: Analysis of observation on techniques used by English teacher's for teaching speaking skill.

No	Items	Yes		No	
		No	%	No	%
1	Helping them to identify what ways of learning is useful in speaking English			6	100
2	Experimenting, them with different ways of using language (games, different arrangement of words and etc.)			6	100
3	Helping them to practice speaking skill using his/her different techniques such as gesture, mime, etc.	6	100		
4	Helping them to remember what they did before.	6	100		
5	Helping them to point out their mistakes while practicing speaking skill.			6	100
6	Encouraging them to speak English outside the classroom.			6	100
7	Helping them not to be so much concerned with accuracy.			6	100
8	Encourage them working in peers and participating in English language club.			6	100

Concerning the techniques teachers used to teach speaking skill in EFL class, they were sometimes observed helping students to use body gesture, mime while practicing speaking English. In addition, teachers were observed asking students to remember what they learned in the previous lesson. And also some teachers were sometimes observed helping students to identify ways of learning is as useful in speaking English. From 6 successive classroom observations, teachers were seen to use these techniques for teaching speaking skill.

As it is shown on the above table, the other techniques were rarely seen during the classroom observation. Such as the techniques teachers used to teach speaking skill in EFL class, they were rarely observed helping students to use body gesture, mime while practicing speaking English.

From 3 successive day's observation, students were seen to use the strategy while answering their teacher's questions but not used different techniques. In line with this Hedge,(2000), Canal and swain(1987) state that using communicative techniques like body gesture, mime appealing for help etc. make learners involved in conversion through practicing speaking skill. Therefore, from the scholar's perspective teachers are using this strategy in teaching speaking because their effort was manifested on the student's performance while they were speaking English.

As it is evident from the data above, the other techniques were not seen during the observation session. Although scholars urge the application techniques of to help learners like asking for correction, encouraging learners to speak English outside the class and working in peers, the most research participant teachers were not observed to teach speaking skill.

Regarding the techniques, encouraging the students working in peers and participating in English language club in the research sample school were not observed while students participated in speaking English.

4.1.6 Analysis of teachers interview concerning to the strategies used by teachers for teaching speaking skill

Q1.what kind of strategies do you use for teaching speaking skill?

All teachers said that they use some strategies like question and answer, dialogue and conversation, instruction, translation interpretation, etc for teaching speaking skill.

Teaching speaking strategies help learners to communicate actively, English language teachers should use variety strategies in EFL class to satisfy learners learning style.

From the data presented above the sample teachers used only limited numbers of strategies for teaching speaking. These were identifying important ways of learning (summarizing, note taking, repetition etc.) non-verbal communication (gesture, mime etc) and revising the previous speaking lesson. However, the rest strategies (speaking English outside the class, participating in English class, correcting errors by learners, focusing fluency than form, experimenting learners in different ways) were not used by teachers in teaching speaking skills.

The teacher's interview revealed that teachers didn't use variety of strategies. This is from different grounds. As teachers explained, the student's language back ground, lack of time to do

tasks in a given period, lack of English teacher's motivation to speak English outside the class with colleagues, teachers didn't prepare tasks for the students to use English outside the class. For example, giving the students as project work to interview the school community about the teaching learning process and make them to report in class orally, encouraging students to have a trip and report in the class what they have seen or observed. This strategy helps the learner to reduce anxiety to speak English in front of the class.

4.1.7 The responses of students on the communicative activities that used by the teachers for teaching speaking skill

Table 6: The responses of student's concerning the communicative activities that used by the teachers in class for teaching speaking skill.

No	Item : how often does your teacher	Always		Usually		Some times		Rarely		Never		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Creating situation to ask/ show direction?	6	8	15	20	32	42.6	20	26.6	2	2.66	75	100
2	Designing different speaking activities based on different situations?	6	8	10	13.3	20	26.6	31	41.3	8	10.6	75	100
3	Creating different speaking puzzles?			8	10.6	12	16	36	48	19	25.3	75	100
4	Making situation which students act on a role?	14	18.6	33	44	20	26.6	4	5.33	4	5.33	75	100
5	Designing discussion activities?	5	6.66	16	21.3	35	46.6	19	25.3			75	100
6	Encouraging students to have a trip and report in the class orally what they have seen?			8	10.6	11	14.6	24	32	32	42.6	75	100
7	Asking the students to express their feeling?	6	8	10	13.3	22	29.3	34	45.3	9	12	75	100
8	Creating some situation	4	5.3	20	26.6	37	49.3	13	17.3	1	1.33	75	100

	to agree and disagree about something?												
9	Generating situations which students give their own reason?	5	6.66	7	9.33	17	22.6	34	45.3	12	16	75	100
10	Providing different pictures which students can describe?	4	5.33	11	14.6	33	44	24	32	3	4	75	100

As it is shown in the item number 1 of the above table 6, regarding activities asking/showing direction, 6(8%) and 15(20%) of the research sample participant students replied that the teachers ‘always’ and ‘usually’ provided these activities in the classroom for teaching speaking skill respectively. The other 32(42%) students replied that the teachers ‘sometimes’ provided asking/showing direction activities in the classroom for teaching speaking skill. Whereas the majority of the research sample participant students 20(26.66%) responded that the teachers ‘rarely’ provided these activities in the classroom for teaching speaking skill. The remaining 2(2.66%) of the research sample participant students replied that the teachers ‘never’ provided these activities in the classroom for teaching speaking skill. The results indicate that teachers provided asking/showing direction activities in the classroom for teaching speaking skill some times.

As can be seen in the item 2 of the above table, 6(8%) and 10(13.33%) of the research sample participant students responded that the teachers ‘always’ and ‘usually’ designing different speaking situation to seek information activities in the classroom for teaching speaking skill respectively. Whereas 20(26.66%) students responded that the teachers ‘sometimes’ provided this activity in the classroom for teaching speaking skill. The majority of the research sample participant students, 31(41.33%) responded that the teachers ‘rarely’ provided this activities in the classroom for teaching speaking skill. The rest 8(10.66%) of the respondents responded that the teachers ‘never’ provided this activity in the classroom for teaching speaking skill. The results indicate that teachers rarely provided this activity in the classroom for teaching speaking skill.

In item 3 in the above table 6, regarding activities creating different speaking puzzles for teaching speaking skill, 8(10.66%) and 12(16%) of the research participant students replied that the teachers ‘usually’ and ‘sometimes’ provided this activity in classroom for teaching speaking skill respectively. Whereas 36(48%) a large number of the research sample participant students responded the teachers ‘rarely’ provided this activity in classroom for teaching speaking skill. The remaining 19(25.33%) students replied the teacher never creating different speaking puzzles in classroom for teaching speaking skill. The results showed teachers rarely creating different speaking puzzles in classroom for teaching speaking skill.

Regarding item 4 of the above table 6, making situation which students act on a role play, 14(18.66%) of the students responded ‘always’. Whereas the majority of the research participant students, 33(44%) responded the teachers ‘usually’ provided this activity in classroom for teaching speaking skill. The other 20(26.66%) respondents responded the teachers ‘sometimes’ provided this activity in classroom for teaching speaking skill. The rest 4(5.33%) and 4(5.33%) of the research sample participant students replied that the teachers ‘rarely’ and ‘never’ making situation which students act on a role play in classroom for teaching speaking skill. As the data shows teachers usually applied this activity in teaching speaking skills.

Concerning item number 5, whether the teacher designing discussion activities for teaching speaking, 5(6.6%) and 16(21.3%) of the research sample participant students responded ‘always’ and ‘usually’. The majority of the research sample participant students 35(46.66%) responded ‘sometimes’. The rest 19(25.33%) students responded the teachers ‘rarely’ designing discussion activities in classroom for teaching speaking skill. As the data result shows that, the teachers design discussion activities for teaching speaking skill sometimes.

Regarding item number 6 of the above table, whether the teacher encourage students to have a trip and report in the class orally what they have seen, 8(10.66%), 11(14.66%) and 24(32%) of the research sample participant students responded ‘usually’, ‘sometimes’ and ‘rarely’ respectively. Whereas the majority of the research participant students 32(42.66%) responded the teachers ‘never’ encourage students to have a trip and report in the class orally what they have seen in classroom for teaching speaking skill. The result shows that teachers did not use this activity for teaching speaking skills.

As it is shown in the above table 6, on item 7, 6(8%), 10(13.33%) and 22(29.33%) of the research sample participant students responded the teachers ‘always’, ‘usually’ and ‘sometimes’ provided asking the students to express their feeling activities in classroom for teaching speaking skill. Whereas the majority of the research sample participant students 34(45%) responded the teachers ‘rarely’ asking the students to express their feeling in classroom for teaching speaking skill. The remaining 9(12%) students responded that the teacher never asking the students to express their feeling in classroom. The results shown the teachers provided this activity rarely in classroom for teaching speaking skill.

As it can be seen in the above table 6, on creating some situation for agree and disagree about something in item 8, 4(5.33%) and 20(26.66%) of the research sample participant students replied ‘always’ and ‘usually’ respectively. Whereas the majority of the respondent 37(49.33%) responded ‘sometimes’. The rest 13(17.33%) and 1(1.33%) research sample participant students responded ‘rarely’ and ‘never’ respectively. The result showed the teachers create some situation for agree and disagree activity sometimes in classroom for teaching speaking skill.

Concerning item number 9, generating situations which students give their own reason on some issues, 5(6.66%), 7(9.33%) and 17(22.66%) of the research participant students responded ‘always’, ‘usually’ and ‘sometimes’ respectively. Whereas the large number of respondent 34(45.33%) responded ‘rarely’. The remaining 12(16%) students responded ‘never’. The result showed the teachers provided this activity rarely in classroom for teaching speaking skill.

In item 10 of the above table, regarding whether the teacher provide different pictures which students can describe in teaching speaking, 4(5.33%), and 11(14.66%) of the research sample participant students replied ‘always’ and ‘usually’ respectively. Whereas the majority of the research sample participant students 33(44%) responded ‘some times’. The rest 24(32) and 3(4%) students responded ‘rarely’ and ‘never’ respectively. The results shown the teachers sometimes provided this activity in classroom for teaching speaking skill.

4.1.8 Analysis of classroom observation concerning communicative activities provided by teachers

Table 7: Analysis of classroom observation on communicative activities provided by teachers.

No	Items: are the following activities done in the classroom?	Yes		No	
		No	%	No	%
1	Creating situation to ask /show direction?			6	100
2	Designing different speaking activities based on different situations?			6	100
3	Creating different speaking puzzles?			6	100
4	Making situation which students act on a role.	6	100		
5	Designing discussion activities?			6	100
6	Encouraging students to have a trip and report in the class orally what they have seen?			6	100
7	Asking the students to express their feeling?			6	100
8	Creating some situation to agree and disagree about something?	6	100		
9	Generating situations which students give their own reason?			6	100
10	Providing different pictures which students can describe?	6	100		

As illustrated in table 7 above, on the communicative activities that provided by the teachers in classroom for teaching speaking skill, the observation result indicates, the teachers didn't use creating situation to ask/show direction, designing different speaking situation and discussion activities, creating different speaking puzzles, encouraging students to have a trip and report in the class orally what they have seen, generating situation which students express their feeling and give their own reason for the activities in teaching speaking skill. But the teachers most of the time used making situation which students act on a role like dialogue, creating some situation

to agree and disagree about something and provided different pictures which students can describe in classroom during teaching speaking skill.

The observed lesson during teaching speaking skill

The first class observation, the students were working on the sixth unit under the topic of “describing people”

First, the teacher greeted the students and revised the previous lesson then he introduced what they learned in that period. Having introduced the lesson, he requested two students to describe the famous people. Two students came to the front and one student asks the question were the other student describing the people. After he thanked the students he ordered the class to clap for them, he continued by exchanging the role of students in the same way until four pair students describe the people by coming in front of their class mate.

On the second class observation, the students were working on the sixth unit the topic of “expressing opinions” which was about expressing agreement or disagreement on the chosen topic. First, the teacher greeted the students and revised the previous lesson then he introduced what they learned in that period. Then the teacher lists the topic that the students used to list their point to agree or disagree on the chosen topic. He requested only active participant students to express their opinions and agreement or disagreement.

On the third class observation, the students were working on the eightieth unit under the topic of “dialogue in a bank” between cashier and customer.

First, the teacher greeted her students and revised the previous lesson then she introduced what they learned in that period. Having introduced the lesson, she requested two students to read the dialogue by taking a role as cashier and customer of the bank. Two students came to the front and read the dialogue. After she thanked the students she ordered the class to clap for them, she continued the same way until three pair students read a dialogue by coming in front of their class mate. After that the teacher asked the students to answer questions based on the given dialogue. At that time few students participated to answer the questions. Finally, the teacher concludes the lesson by giving home work for next lesson. From the data presented above, the teacher never gave group discussion to answer the questions of the dialogue.

4.1.9 Analysis of teacher's interview on communicative activities used by teachers for teaching speaking skill

Q1. What kind of activities do you provide for teaching speaking skill?

All teachers replied that they use communicative activities that found only in the student text book. Such as dialogues, describing pictures, agree or disagree and act on a role. The reason that they explained was, the annual plan of the text book didn't invite them to add additional activities. So, teachers always depend on text book activities and coverage only.

Q2. Do you design tasks for students to use speaking skill outside the school?

Two teachers replied that no but one teacher design tasks for students to use English outside the school. The reason for this was the students less language back ground and the awareness of local community about the language affects them to join in the club and speak in English with their colleagues. In addition, there is no enough exercise in the text book as well as there are no sufficient guide books to develop students' communicative skill and the teacher confirmed that teachers themselves were not as a role model of the learners to be a member of the club. They more explained that these were uncomfortable condition made students when they were asked by the teacher to participate in English language club.

4.1.10 Analysis of teachers' interview on problems that hinder teaching speaking skills

Q1 What are the challenges/ problems that hinder teaching speaking skills?

As all of the participant or interviewed teachers state that, the following points are the major challenges for teaching speaking skills.

These are: Shortage of time to apply/ practice speaking strategies/tasks such as oral report, interview, debate, storytelling, etc by each student in the class within one period, students' lack of confidence to speak in English in front of their classmates and fear of making mistakes when they speak, large number of students enrolled in one section and student teacher ratio is not appropriate or more than standards, students' poor background knowledge and the societies' negative perception about education due to the increasement of joblessness, lack of training that given for teachers on methods of teaching speaking skills which to develop students' speaking ability, students' text book does not give more coverage for speaking skills and teachers did not prepare any additional speaking tasks to improve students' speaking performance, there are not

sufficient reference books that used to develop students' and teachers' speaking ability, and students' less habit/ interest about speaking skills.

CHAPTER FIVE: Summary, conclusions and recommendations

Introduction

This chapter deals with the summary of the findings, conclusions and some possible recommendations of the study. The purpose of this study was to assess the practice of using speaking strategies for teaching speaking skills in EFL class at Liyew Asres secondary school. In order to achieve this objective the following research questions were formulated:

1. What are the strategies used for teaching speaking skill in EFL class?
2. To what extent do English language teachers' practice of using speaking strategies for teaching speaking in EFL class?
3. What are the problems that hinder teaching speaking skills in EFL class?

In order to answer these research questions, descriptive survey method was employed. To this effect questionnaire, interview and classroom observation were utilized as instruments of data collection. Simple random sampling technique was used to select 75 subjects (43male and 32 female) grade 9 students. Moreover, seven (7) grade nine English language teachers were selected by using compressive sampling method for the study. Furthermore, the obtained data were analyzed by using quantitative and qualitative methods.

5.1 Summary of the major findings

Based on the data analysis, the major findings of the study are summarized as follows:

- ❖ From the data presented so far concerning methods used for teaching speaking skill, teacher's questionnaire showed that teacher's awareness and practice of communicative methods of teaching speaking was good and inclined to the degree of 'strongly agree'. However, the data obtained from the other tools revealed that teachers practice in the actual teaching classroom situation was different from what they knew the procedures and principles of implementing communicative methods of teaching speaking skill.
- ❖ Concerning techniques of teaching speaking skill teachers used few teaching speaking techniques for teaching speaking skills. The student's questionnaire responses, interview and classroom observation results showed that the teachers used sometimes and rarely few teaching speaking techniques for teaching speaking skills.

- ❖ Regarding the kind of strategies that teachers used for teaching speaking skill, as the data shows in students' questionnaire and classroom observation, they only used limited number of strategies for teaching speaking skill. Such as: reading dialogue, describing pictures, question and answer, etc.
- ❖ On communicative activities employed by teachers for teaching speaking skill, teachers only used text book activities in the classroom. They did not give additional exercises which develop students' communicative skills.

5.2 Conclusions

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

- Based on the result of teachers' questionnaires, the research participant teachers have good implementation of communicative methods of teaching speaking. On the other hand the data obtained from the teachers interview and classroom observation revealed that there was a wide range of problems in implementing communicative methods of teaching speaking. This problem occurred due to lack of short continued training (workshops, seminars, etc), shortage of time which is given for one period and the students language back ground problem prevented them to apply communicative methods of teaching speaking skills.
- The research participant teachers were applying traditional methods of teaching speaking skill. They focused on forms and errors were corrected aggressively and never tolerated. In addition, most of the practice of teaching speaking was dominated by teachers and few high achiever students. And also reading dialogue in front of the classroom was the only tasks performed by active participant learners. The other students were not given a chance to practice speaking. As a result, they neglected and became passive. Teachers do not encouraged and motivated the low achiever students by giving little chance to try to speak in English. The reason why they did not give the chance for low achiever students is shortage of time. It is impossible to practice speaking activities by each and every student in a given period.

- Language teachers are expected to teach speaking by using different strategies, but the data indicated that the sample teachers were using traditional approach. The strategies mostly used were question and answer, reading a dialogue and describing pictures from the text. The rest strategies like: storytelling, oral report, panel discussion and interview didn't employ in the classes for teaching speaking skills.
- In order to develop the students speaking skill teachers should use various techniques for teaching speaking skills, but they only use communicative strategies (gesture and mime) and revising the previous lessons. The other techniques have never been touched by the teachers. As the data indicated that students never speak English outside the class. The reason is, teachers never prepared tasks for the students so as to create opportunities in using English language. Due to this they cultivated poor performance students in speaking English and generating ideas.
- English language teachers are required to provide speaking activities which are enable the students to use the language for communication. However, the study indicated that teachers were using only text book activities like reading dialogue, question and answer and describing pictures. Due to this learners are poor in authentic communicative and fear of speaking in front of their classmates.

5.3 Recommendations

Based on the finding of the study conclusion, the researcher forwards the following recommendations that may help to improve the practice of using speaking strategies for teaching speaking skill.

- Teachers should be trained through the ELIP (English Language Improving Program) and other language teaching trainings to apply communicative methods of teaching speaking skills.
- Teachers should use systematic error correction to their student's error or mistakes and give equal opportunity, encouragement and motivation for all students in order to try to speak English language in the teaching learning process.

- Teachers should use different strategies to accommodate learning speaking skill in the classroom environment. They are advised to use group discussion, oral report, interview, panel discussion and presentation and other strategies for teaching speaking skills.
- Teachers should encourage the students to use English outside classroom with peers and give some manageable tasks to create good opportunities to do outside the classroom on speaking skills.
- English language club should functional and formulate ground rule to govern the participants in the school to give chances for teachers and students so as to use English language as a means of communication in and outside the class.
- Teachers should develop speaking activities on the basis of communicative approach. They need to provide communicative activities which enable the students to use the language/speaking for the purpose of communication in real life situation. They have to develop stories, asking and giving direction, problem solving activities, group discussion activities, puzzles, information gap activities, expressing their own reason and field trip report. It would be advisable for teachers including extra authentic activities in their annual plan for teaching speaking skill.

Finally, it is the belief of the researcher that the concerned body (school supervisor, administrator, students, teachers and English language department) can bring an improvement through working together and provide necessary award for teachers to teach speaking skill effectively.

References

- Abdisa, Guye (2011). The practice of teaching speaking skills. MA Thesis at Addis Ababa University.
- Al Hosni, S. (2014). Speaking Difficulties Encountered by Young EFL Learners. International Journal on Studies in English Language and Literature (IJSELL) 2 (6), 2-30.
- Amrullah A. Z. (2015). Developing language games to teach speaking skill for Indonesian Senior High School learners. JEELS, 2(2), 13-33.
- Anjaniputra, A. G. (2013). Teacher's Strategies in Teaching Speaking to Students at Secondary Level in Sumedag. Journal of English and Education 2013, 1(2), 1-8.
- Anthony, E. 1963. "Approaches, method and technique" ELT journal 17: 63-7
- Baxter, D. (2007). Teaching Strategies for Adult Learners. Rivier Academic Journal, 3 (2), 2.
- Blaikie, N. (2003:60). Analyzing Quantitative Data from Description to Explanation. London Thousand Oaks New Delhi
- Birhanu.K&Tsfaye.S. (2015). Improving students' participation in active learning methods: group discussions, presentations and demonstrations: MaddaWalabu university.
- Brewster, J., Girard, D. and Ellis, G. (2002). The Primary English Teacher's Guide. Essex: Pearson Education Limited.
- Brown, G., & Yule, G. (2000). Teaching Spoken Language: Approach based on the Analysis of Conversational English. Cambridge: Cambridge University Press.
- Brown, H. D. (2004). Language Assessment. San Francisco: Longman.
- Brown, H.D. 1980. Principles of language learning and Teaching. New Jersey: prentice
- Brumfit, C. (1984). Communicative Methodology in Language Teaching: The Role of Fluency and Accuracy. Cambridge: Cambridge University Press.

- Brumfit, C. and Johnson, K. (1979). *The Communicative Approach to Language Teaching*.
Oxford: Oxford University Press.
- Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.
- Halls.Inc.Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education*. 7th ed.
London: Routledge
- Cole, R. W. (2008). *Educating Everybody's Children: Diverse Teaching Strategies for Diverse Students*, Revised and Expanded 2nd ed.. Virginia: Association for Supervision and Curriculum Development (ASCD).
- Creswell, J. W. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative n Qualitative Research*, 3rd ed.. New Jersey: Pearson Education inc.
- David, P. & Pearse, E. (2000). *Success in English Teaching*. New York: Oxford University Press.
- Dr. Prahat P. (2015). *Research Methodology: Tools and Techniques*.
- Fortune, T. (2000). *Immersion Teaching Strategies Observation Checklist*. The Bridge: ACIE Newsletter.
- Hadfield, Jill & Hadtfield, Charles. (2000). *Oxford Basic: Simple Speaking Activity*. Hongkong: Oxford University Press.
- Harmer, J. (2001). *The Practice of English Language Teaching* 3rd Edition. Cambridge: Longman Press.
- Harmer, J. (2007). *The practice of English language teaching*. Pearson: Longman.
- Hornby. (1995). *Teaching Learning a Foreign Language*. England: Addison Wesley Longman Ltd. Publisher.
- Jenenew Bekele (2006). *A Survey of Teachers' and Students' Challenges in EFL Speaking Classroom*. MA Thesis. Addis Ababa University.

- Kayi, H. (2006). Teaching speaking: activities to promote speaking in a second language. The Internet TESL Journal, 12(11).
- Krutikova, M. (2017). Effective Strategies for Foreign Language Teaching: A Focus on Russian. All Graduate Plan B and other Reports. 914.
- Lakew Kebede (2004). The Extent of Teachers' Involvement in Improving Students Speaking Skill in English. MA Thesis. Addis Ababa University.
- Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching. London: Oxford University Press.
- Leon&Cely. (2010). Encouraging teenagers to improve speaking skills through games in a Colombian Public School. Issues in Teachers' Professional Development 12(1), 11-31.
- Lestari, I. W. (2016). What teaching strategies motivate learners to speak?.Journal of Foreign Language Teaching and Learning, 1(1), 73-81.
- Luoma, S. (2004). Assessing speaking. Cambridge: Cambridge University Press
- Martinez, F. A. and Uso-Juan, E. (2006). Current Trends in the Development and Teaching of the Four Language Skills (Studies on Language Acquisition). Walter de GruyterGmbtl. & Co. KG., p.139
- MengistTeshome (2017) MA thesis on assess the teacher's performance towards using methods, techniques and strategies of teaching speaking skill. Wollo University.
- Nadia.Z. (2013).The use of students' oral presentationsin enhancing speaking skill in the English language classroom. Algeria: University of Biskara.
- Nunan, D. (1995). Language Teaching Methodology. New York: Prentice Hall.
- Nunan, D. (2001). Principles of Communicative Language Teaching. Cambridge. Cambridge University Press.
- Nunan, D. (2003). Practical English Language Teaching.New York: The MacGraw-hill Companies, Inc.

- Reiser, R. A., & Dick, W. (1996). *Instructional Planning: A Guide for Teacher*, 2nd ed.. Boston: Allyn and Bacon
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. USA: Cambridge University Press.
- Richards, J. C. and Rogers, T. S. (1986). *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge University Press.
- Sato, R. (2001). Role-play: Effective role-play for Japanese high school students.
- Senel, Mufit. (2006). Suggestion for beautifying the pronunciation of EFL learners in Turkey. *Journal of Language and Linguistic Studies*, 2 (1), 112-125.
- Sharma, R. (2000). *Fundamentals of Educational Research*. Mcerut: Inter Publishing House.
- Thomson, N. (2012). *Language Teaching Strategies and Techniques Used to Support Students Learning in a Language other than Their Mother Tongue*.
- Thornbury, S. (2002). *How To Teach Vocabulary 2*. London: Longman.
- Webster, Blatchford & Baines. (2015). The challenges of implementing group work in primary school classrooms and including pupils with special educational needs. *International Journal of Primary, Elementary and Early Years Education*, 43(1) 15-29.
- Westrup&Plander. (2013). Role play as a pedagogical method to prepare students for practice: the students' voice.
- William, M., & Burden, R. L. (2003). *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge: Cambridge University Press.
- Wright, A. (2006). *Games for Language Learning (3rd ed.)*. Cambridge: Cambridge University Press.

APPENDICES

Appendix A: Teachers Questionnaires

DEBRE MARKOS UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Questionnaire to be filled by Teachers

Dear respondent,

This questionnaire is designed to collect data for a research work entitled “assessing the practice of using speaking strategies for teaching speaking skill in EFL class in Liyew Asres general secondary school. ”The information obtained will help to recommend credible solution for the existing problems. To obtain reliable and valid information for the research outcome, your willingness and cooperation in offering open and genuine response is highly appreciated.

Therefore, you are kindly requested to fill and return this questionnaire. The information you supply would be strictly used for academic purpose only and confidential.

1.Instruction one: please put a tick (√) mark to show degree of agreement based on communicative methods of teaching speaking skill by getting the following numbers and implications in to consideration.

1. Strongly disagree 2.Disagree 3. Agree 4. Strongly agree

No	Items	Rating scales				remark
		1	2	3	4	
1	Communicative method of teaching speaking skill focuses on meaning.					
2	In communicative method, fluency has a great role in developing speaking skill.					
3	In communicative method of teaching speaking teachers should acquire the procedures of less teacher centered role.					
4	In the implementation of communicative method a judicious uses of students native language is permitted.					

5	Teachers are the most dominant person in teaching speaking skill.					
6	A communicative method of teaching speaking doesn't help students to feel active and interactive in the class.					
7	In communicative methods of teaching speaking errors are seen as a natural outcome of the development of the communication skills and are therefore tolerated.					
8	In communicative methods teaching speaking ,the teacher should take the role of facilitator and advisor					

2. Instruction two:

Write your opinion or suggestions for the following questions.

1. What are the major factors/ challenges that hinder teaching speaking skills in EFL class in your school?
2. What things should be improved in order to give a more communicative instruction in teaching speaking skills in EFL class?

Appendix B: Students Questionnaires

DEBRE MARKOS UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Questionnaire to be filled by students

Dear students,

The purpose of this questionnaire is to gather data for the study assessing the practice of using speaking strategies for teaching speaking skill in EFL class. The researcher hopes that the result of this study will create better awareness about strategies of teaching speaking skill in EFL class. The information you provide through this questionnaire will remain confidential throughout and will only be used for this research purpose. Therefore, please be honest and feel free to provide genuine information.

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

Thank you.

1 .Instruction one: Strategies used by the teacher

The following statements are about strategies used by English teachers to teach speaking skill. Read each statement carefully and respond according to your teacher by putting a tick mark (✓) under the alternative given in front of each statement to indicate how frequently your teacher uses them to teach you speaking skill.

No	Item	Always	Usually	Sometimes	Rarely	Never
1	Group discussion					
2	Dialogues /conversation					
3	Questions and answers					
4	Translation/interpretation					
5	instruction					
6	Panel discussion and debating					
7	Oral report/ presentation					
8	Story telling					
9	interview					
10	Role play and drama					

2. Instruction two: techniques used by teacher

The following are techniques used by English teachers to teach speaking skill.

Read them carefully and put a tick mark (√) under the corresponding column.

No	Items	Strongly disagree	Disagree	Agree	Strongly agree
1	The teacher helps me to identify what ways of learning is useful in speaking English.				
2	The teacher Experiments me with different ways of using language (games, different arrangement of words and etc).				
3	The teacher helps me to practice speaking skill using his/her different strategies such as gesture, mime etc.				
4	The teacher helps me to remember what I did before.				
5	The teacher helps me to point out my mistakes while practicing speaking skill.				
6	The teacher encourages me to speak English outside the classroom.				
7	The teacher helps me not to be so much concerned with accuracy.				
8	The teacher encourages me working in English club enjoying free talk program.				

3. Instruction three: communicative activities provided by teachers

The following questions are about the kind of activities your teachers provide and you perform (do) in the classroom or outside the classroom. They ask you how often you do them for practicing or developing speaking skill.

Read each questions carefully and put a tick (√) under each column of the measurements by using the scale below:

No	Items: How often does your teacher	always	usually	Some times	Rarely	never
1	Create situations to ask/show direction?					
2	Design different speaking situation which needs information activities?					
3	Create different speaking puzzles?					
4	Make situation which students act on a role?					
5	Design discussion activities?					
6	Encourage students to have a trip and report in the class orally what they have seen?					
7	Ask the students to express their feeling?					
8	Create some situation to agree and disagree about something?					
9	Generate situations which students give their own reason on some issues?					
10	Provide different pictures which student's describe?					

Appendix C: Teachers interview questions

DEBRE MARKOS UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

1. What kind of strategies do you use for teaching speaking skill in EFL class?
2. Do you design tasks for students to develop speaking skill outside the school?
3. What kind of activities do you provide for teaching speaking skill in EFL class?
4. What are the problems that hinder the practice of using speaking strategies for teaching speaking skills in EFL class?

Appendix D: Transcribed Teachers' interview

DEBRE MARKOS UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Sample transcription of interview with teacher A

Dear teacher,

Researcher: First of all, I would like to express my profound thanks in advance for your cooperation. To begin, the purpose of this interview is to assessing the practice of using speaking strategies for teaching speaking skill in EFL class.

For this purpose, your genuine response is highly valuable for the success of the study. When I begin with the first question:

Researcher: Q1. What kind of strategies do you use for teaching speaking skill?

Teacher A: I use some strategies like question and answer, instruction, translation interpretation, dialogues/ conversation, etc for teaching speaking skill.

Researcher: Q2. Do you design tasks for students to use speaking skill outside the school?

Teacher A: No, I didn't design any tasks for the students to use English outside the school.

Researcher: Q3. What kind of activities do you provide for teaching speaking skill?

Teacher A: I provide communicative activities that found only in the student text book. Such as dialogues, describing pictures, agree or disagree and debate. The reason that he explained was, the text book didn't invite me to add additional activities.

Researcher: Q4. What are the problems that hinder the practice of using speaking strategies for teaching speaking skills in EFL class?

Teacher A: The major challenges when I taught speaking skills are shortage of time, students' poor background knowledge, lack of confidence to speak, fear of making mistakes, large number of students in one section, etc.

Sample transcription of interview with teacher B

Dear teacher,

Researcher: First of all, I would like to express my profound thanks in advance for your cooperation. To begin, the purpose of this interview is to assessing the practice of using speaking strategies for teaching speaking skill in EFL class. For this purpose, your genuine response is highly valuable for the success of the study. When I begin with the first question:

Researcher: Q1. What kind of strategies do you use for teaching speaking skill?

Teacher B: I use some strategies like helping the students to remember what they learned, to identify what ways of learning and communicative strategies like gesture, mime etc for teaching speaking skill.

Researcher: Q2. Do you design tasks for students to use speaking skill outside the school?

Teacher B: yes, sometimes I design tasks for students to use English outside the school. I give for them some activities ask or to complete and use with other people outside the school.

Researcher: Q3. What kind of activities do you provide for teaching speaking skill?

Teacher C: I don't provide any additional activities. I use communicative activities that found only in the student text book. Such as dialogues, describing pictures, agree or disagree and debate. The reason that he explained was to cover the annual plan of the year.

Researcher: Q4. What are the problems that hinder the practice of using speaking strategies for teaching speaking skills in EFL class?

Teacher A: The major problems that I have faced when I taught speaking skills are:

- Lack of interest for the lesson
- Large class size and shortage of time to perform speaking tasks.
- Students' poor background knowledge about speaking skills.
- The negative perception of the local society about education.
- Focus on text book's task only and depend on annual plan.
- Lack of reference books which used to develop speaking ability.

Sample transcription of interview with teacher C

Dear teacher,

Researcher: First of all, I would like to express my profound thanks in advance for your cooperation. To begin, the purpose of this interview is to assessing the teacher's performance towards using methods, techniques and strategies of teaching speaking skill.

For this purpose, your genuine response is highly valuable for the success of the study. When I begin with the first question:

Researcher: Q1. What kind of strategies do you use for teaching speaking skill?

Teacher C: I use some strategies like helping the students to remember what they learned, to identify what ways of learning and communicative strategies like dialogue and conversation, question and answer, etc for teaching speaking skill.

Researcher: Q2. Do you design tasks for students to use speaking skill outside the school?

Teacher C: No, because of student background and there is no the community that used English I don't design tasks for the students to use English outside the classroom.

Researcher: Q3. What kind of activities do you provide for teaching speaking skill?

Teacher C: I don't provide any additional activities I use communicative activities that found only in the student text book. Such as dialogues, describing pictures, agree or disagree and debate. The reason that he explained was to cover the annual plan of the year.

Researcher: Q4. What are the problems that hinder the practice of using speaking strategies for teaching speaking skills in EFL class?

Teacher C: The challenges I have faced when I applied speaking strategies for teaching speaking are:

- Fear of making mistakes when they speak in English.
- Lack of confidence and interest to speak in front of their classmates.
- Lack of training that is given for teachers on methods of teaching speaking skills.
- Speaking activities which is found in the text book are not sufficient.
- Shortage of time to practice different speaking strategies.
- Students' poor background knowledge about the lesson/ speaking.

APPENDIX E: CLASSROOM OBSERVATIONS

DEBRE MARKOS UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

1. Observation checklist on strategies used by teachers for teaching speaking skill.

No	Are the following Strategies Used?	Teacher 1				Teacher 2				Teacher 3				Remarks
		Day				Day				Day				
		1		2		1		2		1		2		
		yes	no	yes	No	yes	no	yes	no	yes	no	yes	No	
1	Group discussions		√		√		√		√	√			√	
2	Dialogues /conversations	√		√		√		√		√		√		
3	Questions and answers	√		√		√		√		√		√		
4	Translations interpretation	√		√		√		√		√		√		
5	Instruction	√		√		√		√		√		√		
6	Debating/panel discussion		√		√		√		√		√		√	
7	Oral report/ presentation		√		√		√		√		√		√	
8	Story telling		√		√		√		√		√		√	
9	Interview		√		√		√		√		√		√	
10	Role play and drama		√		√		√		√		√		√	

2. Observation checklist on techniques used by teachers for teaching speaking.

No	Items	Teacher 1				Teacher 2				Teacher 3				Remark
		Day				Day				Day				
		1		2		1		2		1		2		
		yes	no	Yes	no	yes	no	yes	no	yes	no	Yes	no	
1	Helping them to identify what ways of learning is useful in speaking English.		√		√		√		√		√		√	
2	Experimenting, them with different ways of using language(games, different arrangement of words and etc.		√		√		√		√		√		√	
3	Helping them to practice speaking skill using his/her different strategies such as gesture, mime, etc.	√		√		√		√		√		√		
4	Helping them to remember what they did before.	√		√		√		√		√		√		
5	Helping them to point out their mistakes while practicing speaking skill.		√		√		√		√		√		√	
6	Encouraging them to speak English outside the classroom.		√		√		√		√		√		√	
7	Helping them not to be so much concerned with accuracy.		√		√		√		√		√		√	
8	Encourage them working in peers and participating in English language club.		√		√		√		√		√		√	

3. Observation check list on communicative activities provided by teacher for teaching speaking skill

No	Items: are the following activities done in the classroom?	Teacher 1				Teacher 2				Teacher 3				Remark
		Day				Day				Day				
		1		2		1		2		1		2		
		yes	no	Yes	no	yes	no	yes	no	yes	no	Yes	no	
1	Creating situation to ask show direction?		√		√		√		√		√		√	
2	Designing different speaking situation which needs information activities?		√		√		√		√		√		√	
3	Creating different speaking puzzles?		√		√		√		√		√		√	
4	Making situation which students act on a role.	√		√		√		√		√		√		
5	Designing discussion activities?		√		√		√		√		√		√	
6	Encouraging students to have a trip and report in the class orally what they have seen?		√		√		√		√		√		√	
7	Asking the students to express their feeling?		√		√		√		√		√		√	
8	Creating some situation to agree and disagree about something?	√		√		√		√		√		√		
9	Generating situations which students give their own reason?		√		√		√		√		√		√	
10	Providing different pictures which students can describe?	√		√		√		√		√		√		

APPENDIX F: The observed lesson during teaching speaking skill

Observation lesson one

Date: 02/06/15

Unit 6: Media, TV and Radio

Topic: Describing people

Using the information from the listening exercise above, work in pairs to describe each celebrity with your partner.

Student A: Lulu Gezu is very beautiful, isn't she?

Student B: What's she like?

Student A: She is tall and slim with a charming face.

Student B: what does she like doing?

Observation lesson two

Date: 06/06/15

Unit 6: Media, TV and Radio

Topic: Expressing Opinions

Select a topic from the list below and list the points to agree or disagree with the chosen topic.

- Watching TV is a waste of time.
- Nowadays people prefer TV to radio.
- Celebrities have too much money.
- There is too much sport on television.

Observation lesson three

Date: 04/07/15

Unit 8: Money and Finance

Topic: Dialogue in a bank

Listen as your teacher reads the following dialogue; then read the dialogue again in pairs.

A: Good morning. How can I help you?

B: Good morning. I'd like to change some dollars into birr, please.

A: How much would you like to change?

B: What is the exchange rate?

A: 12.6 birr to the dollar.

B: Ok. I'd like to change \$220, please.

A: That will be 2,780 birr and 278 birr commission.

B: That's fine.

A: Here you are.

B: Thanks.

Observation lesson four

Date: 12/07/15

Unit 9: People and Traditional culture

Topic: Traditional objects

What do you think the following traditional objects are? Work in pairs to describe them, discuss what you think they are and where you might find them in Ethiopia.

Example:

Picture 1: it looks circular with a raised a centre.

It might/could be an old leather shield.



Observation lesson five

Date: 18/07/15

Unit 9: People and Traditional culture

Topic: what do you know about Ethiopian culture and traditions?

Work with a partner to role play a tourist who is interested in learning about different Ethiopian customs and culture from a local person.

Example:

Tourist: can you tell me more about the traditional coffee drinking ceremony in Ethiopia?

Local Ethiopian guide: yes of course. First we ...

Tourist: what about the different clothes Ethiopians wear?

Local Ethiopian guide: well, the traditional dress for women is...

Tourist: what about men?

Local Ethiopian guide: well, men wear...

Observation lesson six

Date: 21/07/15

Unit 9: people and traditional culture

Topic: asking for clarification

Work with your partner to practice giving instructions. Give instructions on how to draw a picture. (It could be a picture of your village, your school, a sport for example.) Your partner must interrupt you frequently to ask for clarification. Respond by rephrasing some of your instructions.

For example:

Student A: I want you to draw a picture of our village. First draw the road through the village. Then draw the number of houses on each side of the road.

Student B: sorry, I didn't catch the last part.

Student A: Draw the houses on each side of the road. Is that clear?

Student B: yes, okay. What next?

Student A: now draw the position of our school in the village.

Student B: What was that again?

Student A: What I meant was. Draw where our school is in the village...