

An Investigation of the Practices of Teaching Speaking Skills: Grade 10 Private And Public Schools of Emdibir City Administration in Focus

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ABSTRACT: The purpose of this study was to assess the practice of teaching speaking skills in public and private schools. To achieve the objectives, a descriptive survey research design was used. Classroom observation, questionnaires for students, and interviews with teachers were the major instruments used to collect data for the study. The sample of the study consisted of fifty-six grade 10 students and three English language teachers. The students were selected using simple random sampling techniques. A questionnaire consisting of basic types of activities, techniques and strategies for learners; the data were collected from public and private secondary schools' English language teachers and students. The collected data were analyzed through thematic data analysis methods. From the data analysis, it was found that there was limited opportunity to practice the English language in public schools, within the limited opportunities, the students in public schools were not encouraged to practice speaking in the English language classroom contexts. Moreover, in public schools there was no friendly classroom environment created for students to practice speaking in the English language classroom; private school teachers were supporting their students when they faced difficulty speaking sessions but, public school teachers were not correcting students' errors during speaking, teachers in public schools were not giving clear instruction and context for speaking, question and Answer was the speaking activity frequently used by both public and private school teachers to teach speaking skills. The study also found factors affecting teaching speaking skills in public and private schools, and these were: shortages of time, large class size especially in PS, limited use of speaking activities, teachers intention of focusing on teaching the structure of the language, lack of instructional materials like audiovisuals, absence of opportunities to practice speaking in the English language outside the classroom, absence of teachers' encouragement for students to speak in the English language, especially in PS. Based on the findings the following recommendations were forwarded. A framework should be prepared by the stockholders (parents, teachers, school administrators and students) to transfer good practices regarding the teaching of speaking skills from private schools to public schools and also from public schools to private schools

1. INTRODUCTION

1.1. Background of Study

Several cases make the English language essential to communication in our current time. Beside this, English is important in the field of education. In many countries children have been taught and encouraged to learn English as a second language. That is why everyone needs to learn the language on an international level (Noved, 2015)

Speaking is one of the important skills in language teaching and learning. Being able to speak the English language is important for a learner to be successful in academic activities. According to

Cunning Worth (1984), the ability to communicate effectively through spoken English enables one to be proficient in different language skills. For instance, when we see learners' academic performance, it depends on their ability to ask questions, discuss and understand concepts from their teachers and classmates.

Brown (1994) explains that speaking is a process of constructing meaning that involves producing receiving and processing information. Speaking in English is highly necessary for everybody and an important component of language courses where communicative language teaching is applied. However, as Ur (1998) notes it is more difficult to design and administer than other language skills

In Ethiopia, the learning of English begins at the elementary level and it is considered a foreign language, and is used for academic purposes, career advancement, and to communicate with the rest of the world. In order to go with the international demand, a lot of efforts from all parties have been made to the Ethiopian educational system to improve high school learners' English performance (MOE, 2002). Besides this, a focus on teaching speaking is used for other skills Such as grammar, vocabulary, and social expressions to be integrated into the practice of speaking skills, hence much more time is allotted in the syllabus for the teaching of speaking

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skills (Solomon, et al, 2008). Furthermore, it is stated in the syllabus that the goal of teaching English especially speaking skills is to make students communicatively competent and to make them use English communication and a tool for communication language especially speaking skill is to make students communicatively competent and to make them use English for communication and as tool for further studies (Byrne, 1989). If learners obtain this ability, they can produce utterances that are relevant, easily understandable and with an acceptable level of accuracy.

However, many teachers complain that many Ethiopian students are incapable of communicating in English even at higher levels of education. Local surveys (Alemu, 2004, Girma, 2005, Yonas, 2003) show that Ethiopian learners have unsatisfactory proficiency in the skills of speaking. Therefore, a focus on the development of speaking skills in English among Ethiopian learners is central to language pedagogy. Even though students are to some extent responsible for their own learning, teachers can greatly influence their learning experience and language learning.

Therefore, assessing or evaluating how teaching speaking skills is practiced by EFL teachers is necessary. Several proven techniques can be applied in classrooms to improve the speaking level of students. Using different ways of teaching speaking skills helps the students to improve their conversational skills among them. The above-mentioned problem was also deep-rooted in our country's context. Speaking is a vital part of second language teaching and learning. Despite its importance, for many years, teaching speaking has been undervalued, and English language teachers have continued to teach speaking in a way that cannot improve the skill of the students as wanted. Teachers may incline toward the written form of a language when teaching speaking. Hughes (2011) states that one of the problems with teaching speaking skills in the traditional classroom setting is that it is not the spoken but the written form of language and its characteristics that are taught. As a result, teachers do not meet their students' needs when it comes to speaking skills training because in the end it is not speaking skills that are taught.

Therefore, demand for an appropriate teaching methodology is necessary for English language teachers in EFL classes.

1.2. Statement of the Problem

Teaching speaking is very important part of language teaching since it enhances communicative efficiency. (Nunan, 1991:1) emphasizes that it is important to have a clear understanding and a firm grasp of the wide range of techniques and procedures through which the oral ability can be developed. He recommends that these techniques and procedures are a way of accommodating language learning to the unfavorable environment of the classroom. To develop ones speaking skill proficiency according to Bailey (1989) cited in Richards and Rodgers (2001), the instructional methodology and materials produced for the purpose of teaching speaking skills are primarily on engaging all learners in the lesson, in providing maximum opportunities, and for students participation.

In teaching and learning of English language, interaction takes place in the class in between teachers and students and students with their peers. Without interaction, it is difficult to carry out a single task in this process. The existence of speaking in the classroom is very important. This is because it gives life for the teaching learning process (Tsegay, 1995). But in my experience in government schools, I have observed that learners are not willing to express themselves in the English language. They hate speaking classes and are not interested in doing speaking activities.

Learning to speak needs a lot of practice and attention, i.e, without rigorous practice and learners' devotion, it is difficult to help learners develop the skill as the major aim of teaching the English language is to enhance learners' ability to use the language effectively in communication Davies & Pearse, (1998) cited in Nguyen T. and Tran M.,(2015). But most of the time teachers focus on teaching other language skills. This is because the skill by itself is considered as the most difficult aspect of language learning Brown & Yule, (1983) as cited in Nguyen T. and Tran M., (2015).

In private schools, the English language is medium of instruction starting from kindergarten. In contrast, in public schools where the language is being given as a single subject in first cycle primary schools and medium of instruction in second cycle primary schools and above. In some private schools, speaking skills are taught separately as a subject starting from kindergarten but in public schools, it is not given. In my experience, in public schools, the researcher has observed that students have difficulties in using English language in the class. The researcher also attended parents 'day programs of some private schools and he observed a few students who were unable to express themselves using the target language.

Local research has been conducted on how teachers are teaching Speaking skills, and it was found that EFL teachers in public schools are not teaching speaking by using various approaches to teach speaking skills (Getachew, 2016); Yadam (2015); Mengistu, (2015) and Berihanu, (2015). These findings do not make any comparison between public and private schools.

A comparative study conducted on teaching speaking by Firehun, (2015) also showed that the teachers at private schools were teaching speaking skills in many ways than their public-school counterparts. But he didn't compare the meaning value of the data collected from the two categories of schools. Thus, it is difficult to judge how significant the differences are.

Furthermore, in his research, the teachers focused on accuracy, fluency, pronunciation, provision of feedback, how students are encouraged in the classroom as well as outside the classroom to practice speaking, and error correction were not addressed.

Thus, the researcher initiated this research work to fill the gaps of the previous research works in comparing the practices of teaching speaking skills in selected private and public secondary schools

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The following basic questions are expected to be answered during the study.

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

1.3. Objectives of the Study

1.3.1. General Objectives

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

1.3.2. Specific Objectives:

The specific objectives of this study are to:

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

1.4 Significance of the Study

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

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

1.5. Scope of the Study

As mentioned earlier, the study was delimited to assessing the practice of teaching speaking skills in private and government schools the case of grade 10 students at Emdebir secondary school and St. Antony Catholic Cathedral school, in Emdebir City Administration, which is founded Gurage Zone.

The study comprised only grade 10 English language teachers and students as subjects. Therefore, the study was limited to assessing the kind of speaking strategies and techniques used by English language teachers during teaching speaking lessons in EFL classes. In addition, it tried to look into the kinds of activities teachers use in teaching speaking. Showing all aspects of teaching speaking could not be conducted within a short period of time therefore, the study was delimited to include only activities, techniques, and strategies used by English language teachers during teaching speaking skills in EFL class.

1.6. Limitation of the Study

The researcher feels this study would have been more valuable if it had been conducted in different schools and grades and many classroom observations had been conducted. However, lack of experience, shortage of time, and financial constraints limited the researcher to focus only on assessing the practice of teaching speaking skills in EFL classes in the case of grade 10 students at Emdebir secondary school and St. Antony Catholic Cathedral School. It would have been better and more effective if some number of schools and participants were included.

1.7. Operational Terms

Public Schools: public schools are schools that are owned by the government. The teachers and the school administration are hired by the government.

Private Schools: private schools are schools which are owned by non-governmental organizations or private investors.

Practice: refers to the implementation or exercising of speaking skills in the classroom to develop students' speaking skills.

Strategy: It refers to a carefully devised plan of actions to achieve a goal, or the art of developing or carrying out such a plan (Encarta dictionaries)

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

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Definition of speaking

Speaking is the process of building and sharing meaning through face to face, radio, tone of voice and gestures in a variety of contents Chany (1989). Speaking is the productive aural (oral) skill. It produces systematic verbal utterances to convey meaning. Speaking is an interactive process of contracting meaning that involves producing and receiving and processing information Brown (1994), Burns Joyee, 1997). Its form and meaning are dependent on the context in which it occurs including the purpose of speaking.

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2.2. Characteristics of a successful speaking

To make speaking more successful there are important steps that should be considered by EFL teachers. According to Penny Ur (1996) successful speaking has the following characteristics:

1. Learners talk a lot. As much as possible, the period allotted to the activity is in fact occupied by learners' talk. This may seem obvious but often most of the time is taken up with teacher talking or pauses.
2. Participation is even. Classroom discussion is not dominated by a minority talkative participant all get a chance to speak and contribution save evenly distributed.
3. Motivation is high. Learners are eager to speak, because they are interested in the topic and have something to say about or because they want to contribute to achieving a task objective.
4. Language is an acceptable level. Learners express themselves in utterance that is relevant easily.

2.3. The purpose of teaching speaking in the classroom

Speaking is fundamental to human communication. Many students equate being able to speak as knowing the language and therefore view learning the language as learning how to speak or do not get the language, or as Nunan (1991) wrote success is measured in terms of the ability carry out a conversation in the target language. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon get demotivated and lose interest in learning. On the other hand, if the right activities are thought in the right way, speaking in class can be a lot of fun, rising general learner motivation and making English language class a fun and dynamic place to be.

Several factors should be considered for effective English-speaking performance pronunciation; vocabulary and collocation are important factors in building fluency for EFL speakers. In addition to this confidence and competence usually enhance students speaking

skill. Pati (2008) asserted that building up the learners' confidence to eliminate their fear of making errors was a priority that a teacher should consider making learners feel comfortable with their language use. And (Bailey, 2005) point out that confidence and competence can be developed by an appropriate syllabus design, methods of teaching and adequate tasks and materials. Therefore, a teacher should use different methods to adequate tasks in order to teach speaking skill properly.

2.4. The role of students in learning speaking skills

In addition to the teacher's role, students also play a great role in teaching speaking skills.

They need to participate in teaching learning process in different ways. One of the most important outcomes is the movement towards communicatively oriented Language learning and teaching has been the enhancement of the role of learning in the language learning process (Wenden, 1991: Xi). Cotteralls and Crabbe (1999), said that in formal educational contexts the most successful learners are autonomous (they accept responsibility for their learning, why they are learning and with what degree of success of learning).

Scharle and Szabo (2000) say that autonomous learners are those who accept the idea that their own efforts are crucial to progress in learning language and behaving accordingly. When doing their homework, or answering a question in class, they are not aspiring to please the teacher, or to get good mark, they are simply trying in order to learn something.

These students are willing to cooperate with the teacher and others for everyone's benefit (Ibid, 1921) Hedge (2000: 76). Point out that an autonomous learner is one who itself motivated one who takes the initiatives, one who has clear idea of what he/she wants to learn and one who has his/her own plan. She characterized autonomous learners as those who know their needs and work productively with the teacher to words the achievement of their objectives; learn both inside and outside the classroom; can take class room based material and can build on it; know how to use resource independently, and adjust their learning strategies when necessary to improve learning.

2.5. Problems faced by students in speaking English

There are psychological factors that hinder students from speaking. Juhana (2012) explained that fear of mistakes; anxiety, shyness, lack of confidence and lack of motivation are some of them.

Fear of mistakes- culturally it is easy for students to become afraid of making mistakes during teaching and learning process. Due to this reason, students are not confident enough in asking questions, giving opinion (suggestion). Most of the students are afraid to be laughed at and do not want to be criticized.

Shyness-Juhana (2012) stated that the students are afraid to speak due to the feeling of incapable in English. They are unwilling to be intimidated by their friends or the teacher. It creates the sentiment of shyness. Anxiety- Anxiety is the feeling of nervousness correlated to the specific situation when students are dominated by this tension during practicing English it must obstruct students from speaking fluently. Lack of confident – There are many reasons that lead the students lacking confidence. It can be caused by insufficient encouragement from the teacher. Teachers might be seemed as giving support to their students, but they do that way based on the teacher's perception only.

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In addition to this, Nunan (1991) recommended that the following are some of the obstacles in teaching speaking. They are native language, exposure and motivation.

2.6. The Role of the Teacher to help Students

The role of the teacher in promoting foreign language learning is very important, as they are responsible for providing students with appropriate contexts to enhance communicative situations that allow students to get express themselves and interact in the target language.

The role of the teacher can be categorized from several points of view, for example, according to the type of activity, stage of the activity, or the interaction pattern selected for the activity. Nunan and Lamb (1996,134) points out that the roles the teachers adopt are dynamic, not static, and are subject to change to change according the psychological factors brought by the participants .In addition, Byrne (1991,13) compares the teacher to an actor claiming that the teacher “Will have to play different roles at different times.” Byrne divides the roles of the teacher according to the type of interaction differentiating between fluency and accuracy activities. During fluency activities the teacher most frequently adopts the roles of stimulator, manager, and consultant, reminding them that the main reason for taking part in such activities and to be available for help and advice if students need and ask for it. On the other hand, the roles that the teacher carries during accuracy activities will primarily include the roles of the conductor, organizer and monitor.

Teachers’ main task will therefore be to make sure that the students know what to practice and that they practice effectively. Together with organizing the activities and checking while students are performing. Based on the reflection of the students’ behavior in the classroom, Nunan and Lamb grade the roles of the teacher from the most problematic in terms of participants’ roles and behavior. They include the roles of controller, entertainer, disciplinarian, and responsibility. The teacher continually establishes control. Giving directions, threats and punishment, is labeled as controller; still noisy but positive atmosphere, where the teacher introduces games and recreational activities, or regarding stories, shows the teacher as entertainer. The disciplinarian establishes rules to be followed and is quick to notice my misbehavior; while the teacher who spends time by teaching, not requiring a close supervision and incase of noise providing only a simple reminder with effectiveness, Nunan and Lamb label as „developer of a sense of independence and responsibility Nunan and Lamb (1996, 135-136).According to Thorn bury(2005), learners correct use of grammatical structure requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy, by using vocabulary, it is better to select suitable words on the suitable context. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So, learners should be able to use words and expressions correctly.

Thorny bury (2005) declared that pronunciation is lowest level of knowledge learners typically pay attention to it. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations.

2.7. Feedback Speaking Activities

Most students want and expect their teachers to give them feedback on their performance.

However, all speaking production should not be dealt with in this way. As such, Harmer (1991) states that the decisions that teachers make about how to react to students’ performance will depend on stages of the lesson, the activities, the mistakes they make, and the student who makes that mistake. If teachers face problems of conversational flow as well as the purpose of the activities will be destroyed (Harmer, 1991). If students are corrected all the time, they can find this very demotivating and become afraid of speaking. They suggest teachers should always correct students’ mistakes positively and encourage encouragement (Baker and Westrup,2003).

2.8. Speaking and its place in language teaching

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

However, speaking despite its being the most difficult compared to other skill, has been given of learning (Haliday, 1990) .It has been in many ways an undervalued skill which could perhaps because we can over most all speak compared to writing and reading and to take the skill too much for granted, due to the fact that speaking is transient and improvised, and can there for be viewed as facile, superficial Or glib (Bygate, 1993).

2.9. Principles of teaching speaking

There are different principles which are used to teach English language in EFL class.

Knowing these principles helps the language teacher to teach the language effectively.

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According to Ur (1996) the principles are, firstly, the teacher has to know the difference between second language and foreign language situation in language learning context. A foreign language context is where the target language is not the language of communication in society whereas second language context is where the target language is the language of communication in society. The other point that the teacher has to consider is he must make the students practice with both fluency and accuracy. Accuracy is the extent to which students' speech matches with what people say the target language and fluency is the extent to which speakers use the language quickly and confidently with few hesitations.

Therefore, in language lessons, especially at the beginning and intermediate level learners must be given opportunities to develop to develop both their fluency and their accuracy.

They cannot develop fluency if the teacher is constantly interrupting them to correct their errors. Therefore, teachers must provide students with fluency building practice and realize that making mistakes is a nature part of learning a new language. In addition to this, teachers must provide students with opportunities to talk by using group work or pair work and limiting teacher talk. Research has shown that teachers do approximately 50 to 80 percent of the talking in the classroom.

Pair work and group work activities can be used to increase the amount of time the students get to speak in the target language. Lastly, the teacher has to plan to speak tasks that involve negotiation for meaning that is learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make them understood.

2.10. Suggestion for teachers in teaching speaking

Rayan (2001) suggested that English language teachers should apply the following steps to teach oral language these are providing maximum opportunity to speak the target language, involving each student in each speaking activity, reducing teachers' speaking time, circulating around the classroom to ensure whether the students are in the right track or not, and providing vocabulary beforehand that students need in speaking activities. Additionally, it provides maximum opportunity to students to speak the target language.

2.11. Activities that Promote Teaching Speaking

2.11.1 Role play

In these techniques the teacher explains the situation to be played where the behavior of different roles are described. Then students should take time to prepare and play their roles.

At the end the players may have the possibility to explain their intention followed by the discussion about the play (Biadgelign, 2010).

2.11.2. Pair-work

According to Jones (2007) in pair, the atmosphere tends to be more protective and private than in groups. Students often feel less introverted in pairs; and they can talk about more personal feelings or experiences than they would even in small groups. Pair seems to be more conducive to cooperation. To overcome these problems, teachers may pay attention to the following ideas suggested by Ur (1996, pp. 121-122). The teacher can overcome these problems by using group work and he has to base the activity on easy language. In addition to this, the teacher has to be careful when choosing the topic and he has to give instructions on training discussion skills.

2.11.3. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as Rubric. Rubrics can include the vocabulary or structures they need to use while narrating (Staab, 1992)

2.11.4. Conversation:

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

2.11.5. Story Completion

According to Staab (1992) this is very useful, the whole class speaks freely on activities for which students sit in a circle. Form this activity, the teacher introduces to tell a story but after a few sentences he/she stops narrating. Then, every student starts to tell from the point where the previous one stopped.

2.11.6. Picture interpretation

According to Atkins et al (1995) picture interpretation is a system of using pictures in speaking lesson where students are made to study a given picture with their partners and then to make interpretations about the picture they have seen.

2.11.7. Interviewing

Interviewing is another way which requires learners to prepare interview questions in advance and to ask for the information they want to get from their partners or other people outside the class. This helps them to exchange ideas by integrating their different skills.

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Interviewing includes talking and writing. (Byrne, 1986)

2.11.8. Opinion-gap activity

In this activity learners will be given a context or a situation to express their own opinion, attitude, feelings of a given issue (Prabhu, 1987 et al). For example, learners may be asked to complete a story, or a text which is incomplete based on their opinion. The other point is that students will be given social issues funeral ceremonies, abductions on which they told debates or discussions to express their opinion or feelings.

2.11.9. Story telling

Learners can clearly retell a story they heard from someone, or they may create their own stories to tell their classmates. Brown and Yule (1983) explain that story telling enhances creative thinking. It also helps students to tell their ideas in the way beginning, development, and ending, including the characters and setting a story must have.

Learners can also tell riddles or jokes. For example, at the beginning of each class or section, the teacher may select few students to tell short jokes or riddles as opening. In this way, not only will the teacher enhance students' speaking skills but also get the attention of students

2.11.10. Reporting

Before coming to the class students are requested to read a newspaper or magazine and, in the class, they report to their friends what they find the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends about in their daily lives before class (Brown and Yule, 1983)

2.11.11. Topic –based oral interaction.

As Shuying (1999) points out, students may be given topics such as expressive wedding and allowed to imagine his/her own wedding expenses. She further points that romance related topics could generate better discussions among students. Similarly, topics related to smoking unwanted pregnancy, drug abused theft, future, child adoption, unbalanced marriage drought, poverty and the like catch the students attention.

2.11.12. Experienced-based oral interaction

Rivers (1987) and Byrne (1987) pointed out that verbal activities should be based on the students' existing knowledge or experience in order to motivate and enable them to express their real opinion and interest freely. In other words, unless the activities catch the students' interest and motivation to exchange their own intention or existing information, the students may show little truly apparent efforts to speak in the target language. As Prodromu (1992) explains: Students do not come in to classroom empty-handed once we accept that learners bring with them whole range of cultural experiences and first language skills, then we can begin to build on what they know, instead of instantly reminding them of what they don't know.

2.11.13. Meaning –focused oral interaction

Nunan (1989) and Prabhu (1987) state that tasks are complete activities that require the students engage in real interaction or communication of ideas, while mainly concentrating attention on processing meaning rather than analyzing language components or forms.

2.12. Strategies used by Teachers in Teaching Speaking

There are three strategies used by teachers

1. Pedagogical Strategies
2. Classroom management Strategies
3. Affective strategies.

2.12.1. Pedagogical Strategies

Language is naturally cooperative which makes people act together. Modern English language teaching supports student centered approach. It is communicative approach used for effective and efficient students learning. Sprit hall and Oja (1994,128) pointed out that "An effective teacher must support what the group members need then be flexible to provide different type of behavior that are required" English language teachers create awareness on the use of student-centered strategies of learning. However, teachers do not use communicative approach effectively to teach speaking in EFL classrooms.

2.12.2. Affective Strategies

The affective factors related to L2 or foreign language learning is emotions, self-esteem and empathy, anxiety attitude and motivation. Learning foreign language or L2 is a complex task that is susceptible to human anxiety (Brown, 1994). Therefore, the above mentioned are the affective strategies that teachers ought to use in teaching speaking skills.

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UNIT THREE

3. RESEARCH METHODOLOGY

3.1. Research Design

This research employed a mixed research approach to assess the practice of teaching speaking skill in EFL class. The main reason for choosing this research method was that it helps to understand the various complexity natures of social phenomena (Best and Kaham, 2005). It helps the researcher freely to use different research methods to get comprehensive information in studying the proposed problem than either quantitative or qualitative method alone (Onwuegbazie and Leech, 2006). Quantitative research methods were used to describe, analyze, and interpret conditions that exist. The researcher preferred to use it because it helps him to investigate and assess classroom practices that teachers use in teaching speaking skills and the teaching learning processes that were going on in the classroom.

Quantitative research methods were used to describe, analyze and interpret conditions that exist. Qualitative research methods were used systematically to describe and discover non quantifiable relationships between existing variables (Best and Kahn, 2005). Hence, in this study, both quantitative and qualitative research approach were used to assess the practice of teaching speaking skills in EFL class. The mixed approach has used to achieve the intended objective of the study and to answer the research questions.

3.2. Research setting

The study was conducted in Emdebir secondary school and St. Antony Catholic Cathedral school, in Emdebir City Administration, which is found Gurage Zone.

3.3. Participants of the Study

The participants of the study were three English language teachers who were teaching in grade 10 and fifty six (10% of the total population /560) randomly selected students out of the total population of students enrolled in the mentioned grade level. For this study, two schools were selected - one private school and one public schools (Emdebir secondary school and St. Antony Catholic Cathedral school respectively). The school was selected for two main reasons firstly; the researcher was working there and had gotten experience of the problem under investigation. Second, the researcher knows those of three English teachers who were believed to help him in getting the necessary information from them to get valid and reliable data for the study.

3.4. Sample size and sampling technique

The population of this study was English language teachers and students in public and private schools in Emdebir City Administration. For this study one private and one public school were selected by using simple random sampling. A total of 3 teachers (1 from private and 2 from public) of the English language who teach in selected schools in grade ten were selected directly by purposive sampling, and 56 grade ten students (i.e. 40 from public and 16 from private) were selected using simple random sampling.

3.5. Data gathering instruments

In order to achieve the intended research objectives and to get reliable information, the researcher used three tools of data collection. They were questionnaires, classroom observation and interview. Classroom observation was used as a major data gathering tool. Close-ended Questionnaire for students, teachers interview as supportive tool to get reliable data about how the practice of teaching speaking skill was going on in real EFL class.

3.5.1. Class room observation

In order to collect data about the practice of teaching speaking skills in EFL class classroom observation was used as a major data gathering tool because it allowed studying a phenomenon about the present situation about the practice of teaching speaking skill. Concerning this, Lewy (1979: 163) pointed out that "observation is useful to indicate how the lesson is divided in a variety of activities." Similarly, Slinger and Shohamy (1989) explained that observation is most often used in foreign language learning research to collect data on how learners use language in a variety of settings. The researcher carried out classroom observation to get more complete. Information about the implementation of teacher's practice in the teaching of speaking lessons. The researcher used checklist to assess the practice of teaching speaking skill in EFL class. The observation check list comprised questions about the practices such as the activities, techniques of teaching speaking skill and to what extent do teachers use the strategies to teach speaking in EFL classroom. During observation, the researcher observed the activities and strategies English language teachers used to teach speaking lesson in the EFL classroom. The observation items were adapted from Tsegaye (2015). The observation check list is divided into three parts. The first part was designed to evaluate the teacher's activity, the second part dealt with the techniques that teachers used and the last part was regarding the strategies. Therefore, the 3 English language teachers were observed twice while they were teaching speaking skills and each activity was recorded by checklist. Then, the information gained was summarized and described.

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3.5.2. Questionnaire

The study employed close- end questionnaires for sample students. The purpose of using questionnaire was to collect data about how the practice of teaching speaking that was going on in EFL class. In addition, it is used to elicit information about the strategies used to teach speaking skill. Researchers prefer to use questionnaires because it is an effective way to get the required information quickly and economically from a large sample (alreck and settle, 1995; krath wool, 1998). The questionnaires were close-ended and prepared to meet the objectives of the study. The reason behind using this instrument is that the researcher believed this tool would allow him to collect sufficient information about the issue. First, orientation was given for students about how to fill the questionnaire. Then it was administered by the researcher before classroom observation was conducted. The questionnaires were classified into three categories. The first part deals with role implementation (teachers' activities), the second part deals with techniques and the third part deals with the strategies that teachers use to teach speaking skills.

3.5.3. Interview

In order to get information about teaching speaking skills in EFL class, the researcher used semi structured interview Salinger and shohany (1989) pointed out that interview is used to get in- depth information free response and flexibility that cannot be obtained by other procedures. Semi-structured interview is used to collect relevant information from three teachers (two of the teachers from public school and one from private school). In the interview the important ideas about the practice and strategies of speaking skills were discussed every activity and teachers response were recorded. The interview questions were prepared for the three teachers who taught in grade 10. The interview with teachers was recorded.

3.6. Data collection procedure

In the data collection procedure, to collect the required information, first, brief explanation and the objective of the research was given for both selected grade 10 students and English language teachers. Furthermore, the researcher did not forget the willingness of the participants to take part in the study. Next, questionnaires were distributed to the selected sample of the population. The administration of the questionnaire took place in the presence of the researcher in the student's class. Finally, after the students filled in questionnaires, the researcher collected all the questionnaire papers distributed from the respondents. Then, teachers' interview was followed. Finally, to substantiate the data gathered through students' questionnaire and teachers' interview, the researcher's first tool classroom observation would be used. Each teacher was observed twice with self-prepared check list in the selected classes of grade 10 while they were teaching speaking lessons on the different topics of the speaking lesson with consecutive two weeks academic calendar.

3.7. Methods of data analysis

In the analysis of the data, both quantitative and qualitative data analysis were employed.

The data obtained from classroom observation, questionnaire and interview were organized according to their categories in a thematic frame. The data from questionnaire were first tallied and tabulated and were recorded as frequency that could show the number of responses for each item. Since the data collected in this study were quantitative and qualitative, descriptive statistical analysis for a five-point Likert scale items of quantitative data was made as suggested by Best and Kahan (2005) that quantitative research method data can be descriptively interpreted and discussed in percentages. Thus, the data obtained from both teachers' interview and classroom observation were categorized thematically and described verbally to support the above quantitatively analyzed data. Finally, the findings obtained from each type of data were interpreted. Towards this end, themes that captured the related details were identified

in categories. Then, the related issues and cases extracted from all the instruments used were organized under the major themes and analyzed accurately.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS, AND DISCUSSION OF RESULTS

INTRODUCTION

As stated earlier, the main purpose of this study was to assess the extent to which the techniques of teaching, the activities and strategies appropriate to teaching speaking were practiced by teachers of grade 10 at Emdebir secondary school and St. Antony Catholic Cathedral School. The findings of this study were guided by the data obtained through questionnaire, classroom observation, and interview. The data gathering instruments were prepared in a way that they could answer the basic research questions of the study.

In a nutshell, this chapter focuses on the presentation of the satirical results obtained and discussions of the results obtained from student questionnaire, classroom observation and interview with teachers in line with the methodology employed and the objectives of the Study. The presentation of the data in the following parts is based on themes generated with reference to the research questions. The first part (4.1) presents and analyzes the students' responses to the statements that deals with the implementation that teachers

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used to teach speaking; the second part (4.2) presents and analyzes the students' responses to the statements that focuses on techniques; the third part (4.3) presents the ways (strategies) teachers used in effecting the activities and techniques used to teach speaking skills.

4.1.1 Teachers' Role Implementation

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

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

No	Items The role of the teacher in:	School ownership	Occurrence of responses	Scales					
				5	4	3	2	1	Total
1	arranging and organizing your group discussion.	PS	Frequency		5	8	19	8	40
			%		12.5	20	47.5	20	100
		Private	Frequency	5	4	4	3		16
			%	31.25	25	25	18.75		100
2	presenting the new language, you need to practice speaking systematically and meaningfully.	PS	Frequency		5	10	20	5	40
			%		12.5	25	50	12.5	100
		Private	Frequency		4	4	6	2	16
			%		25	25	37.50	12.5	100
3	giving you chances to participate in speaking activities.	PS	Frequency		2	14	18	6	40
			%		5	35	45	15	100
		Private	Frequency		6	3	5	2	16
			%		37.5	18.75	31.5	12.5	100
4	encouraging you to say something in English.	PS	Frequency		12	18	8	2	40
			%		30	45	20	5	100
		Private	Frequency	5	6		3	2	16
			%	31.25	37.5		18.75	12.5	100
5	giving you appropriate amount of practice.	PS	Frequency		4	14	6	16	40
			%		10	35	15	40	100
		Private	Frequency	6	4	3	2	1	16
			%	37.5	25	18.75	12.5	6.25	100
6	monitoring your performance to see that it is satisfactory.	PS	Frequency		12	16	8	4	40
			%		30	40	20	10	100
		Private	Frequency		8	4	3	1	16
			%		50	25	18.75	6.25	100
7	guiding and supervising you during your group/pair discussion.	PS	Frequency		6	14	12	8	40
			%		15	35	30	20	100
		Private	Frequency		5	4	4	3	16
			%		31.25	25	25	18.75	100

From the total of 56 students who gave responses to the role of teachers in arranging and organizing group discussion, from PS students, 5(12.5%) of them agreed, 8(20%) undecided, 19(47.5%) answered disagreed and 8(20%) replied strongly disagreed. Whereas, from PrS students, 5(31.25%) strongly agreed, 4(25%) of them agreed, 4(25%) undecided, 3(18.75%) disagreed. The role of teacher in arranging and organizing group discussion in PrS teacher was better than PS teachers. The classroom observation and recorded data also revealed that the teachers gave little attention to group work in PS. In PS the teachers said that they could not

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play active role here because there was not conducive environment in the classrooms. They reported large class size and uncomfortable seats among factors that constrain to arrange and organize group discussions.

Concerning the function of the teachers in presenting the new language items students need to practice speaking from PS students, 5(12.5%) of them agreed, 10(25%) of the respondents answered undecided, 20(50%) disagreed and 5(12.5%) strongly disagreed. However, the respondents of students 4 (25%) agreed, 4(25%) undecided, 6(37.5%) disagreed and 2(12.5%) of the respondents strongly disagreed. The classroom observations data also showed that in PS the teachers introduced the language items students need for practice in a more traditional way mainly through explanation. Though, Nunan (1991:1) assigns the teacher in this stage as informant, who selects the new material to be learned and presents in such a way that the meaning of the new language is as clear and memorable as possible.

Regarding giving the learners chances to participate in speaking activities, the data from PS students 2(5%) of them agreed, 14 (35%) of the respondents undecided, 18(45%) disagreed and 6(15%) strongly disagreed. From students, 6(37.5%) agreed, 3(18.75%) undecided, 5(31.5%) disagreed, 2(12.5%) strongly disagreed.

In the table presented the respond of students about how teachers were encouraging students to speak using English language. From PS students, 12(30%) of them agreed, 18(45%) undecided, 8(20%) disagreed and 2(5%) of the students strongly disagreed. The respondents of PrS students 5(31.25%) strongly agreed, 6(37.5%) agreed, 3(18.75%) disagreed and 2(12.50%) strongly disagreed. The above figure told us there was difference in PS and PrS teachers 'encouragement for their students to speak using the English language. Respondents of teachers and students of PS reported that there was absence of teachers 'encouragement for students to use the English language. On the other hand, in PrS there was teachers encouraged their students to speak in the English language. Most of the respondents of PrS students also expressed their agreement on the issue. What I have observed in classroom observation regarding teachers 'encouragement was that there was a good habit in PrS teachers in encouraging students for their good deeds including expressing their thought using the English language. But there was shortage in PS teachers in doing so. In general, PrS teachers 'practice in encouraging students to speak in the English language as much as possible in the classroom and outside the classroom was better than PS teachers.

Asked if the students were given with appropriate amount of practice or not, only 4 (10%) of the respondents agreed, 14 (35%) of the respondents answered undecided, 6(15%) disagreed and 16(40%) strongly disagreed. The respondents of PrS students 6(37.5%) agreed, 4(25%) undecided, 3(18.75%) disagreed and 3(18.75%) strongly disagreed. The classroom observations and the recorded data also showed that in PS the role of teachers was highly limited to explaining the lesson than PrS. In PS the students were hardly observed being involved in the practices contrary. As Nunan (1991) suggests, at this stage it is the students who do most of the talking through practice activities (Nunan 1991:1).

The responses students gave for the role of the teachers in monitoring the performance of the learners is that PS students 12 (30%) replied agreed, 16 (40%) undecided, 8(20%) disagreed and 4(10%) answered strongly disagreed. In PrS respondents 8(50%) agreed, 4(25%) undecided, 3(18.75%) answered disagreed and 1(6.25%) strongly disagreed.

Regarding the role of teaching speaking strategies, from PS students 9(22.5%) of the respondents agreed, 12(30%) answered undecided, 14(35%) disagreed and 5(12.5%) strongly disagreed. Whereas, PrS students 2(12.50%) strongly agreed, 6(37.50%) agreed, 3(18.75%) undecided, 4(25%) answered disagreed and 1(6.25%) of the respondents strongly disagreed. The teachers also said that they advise students to use English, but they admitted that they rarely teach speaking strategies.

In general, responses of students and classroom observations shows that the role of teachers in developing speaking skills in PrS teachers' practice in encouraging students to speak in the English language as much as possible in the classroom and outside the classroom was better than PS teachers.

4.1.2. Techniques and Strategies Employed by the EFL Teachers

4.1.2.1. Techniques

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

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

No	Items Techniques used:	School ownership	Occurrence of responses	Scales					
1	Group discussion			5	4	3	2	1	Total
		PS	Frequency	8	10	7	10	5	40
			%	20	25	17.5	25	12.5	100

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		Private	Frequenc y %	6 37.50	4 25		4 25	2 12.50	16 100
2	Dialogue/Conversation	PS	Frequenc y		5	10	20	5	40
			%		12.5	25	50	12.5	100
		Private	Frequenc y	5	7	1	2	1	16
			%	31.25	43.75	6.25	12.50	6.25	100
3	Questioning and answering	PS	Frequenc y		8	15	11	6	40
			%		20	37.5	27.5	15	100
		Private	Frequenc y	6	4	2	3	1	16
			%	37.50	25	12.50	18.75	6.25	100
4	Drama	PS	Frequenc y					40	40
			%					100	100
		Private	Frequenc y		8	3		5	16
			%		50	18.75		31.25	100
5	Story telling	PS	Frequenc y					40	40
			%					100	100
		Private	Frequenc y	4	3	6	3		16
			%	25	18.75	37.50	18.75		100
6	Interview	PS	Frequenc y			4	26	10	40
			%			10	65	25	100
		Private	Frequenc y		6	4	6		16
			%		37.50	25	37.50		100
7	Debate	PS	Frequenc y					40	40
			%					100	100
		Private	Frequenc y					16	16
			%					100	100
8	Role play	PS	Frequenc y			16	11	13	40
			%			40	27.5	32.5	100
		Private	Frequenc y		7	5	3	1	16
			%		43.75	31.25	18.75	6.25	100

From a total of 56 students who gave responses to the role of teachers in arranging and organizing group discussion, From PS students, 8(20%) of them strongly agreed, 10(25%) agreed, 7(17.5%) undecided, 10 (25%) disagreed and 5(12.5%) disagreed strongly disagreed. From PrS students, 6(37.50%) of them strongly agreed, 4(25%) agreed, 4(10%) undecided, 4(25%) disagreed and 2(12.50%) strongly disagreed on the teacher's use of different activities to teach speaking skill.

The above figure presented what PS and PrS students said about teachers' use of different activities to teach speaking skill. Most of PrS students agreed on teachers' use of different activities to teach speaking skill. But most PS students said that teachers did not use different activities in speaking classes other than discussion; I have also observed this during classroom observation. Others said

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that their teachers ordered them to read dialogues which are presented in students' textbooks. They further explained that their teachers rarely let them prepare their own dialogues based on model dialogues given and then present them to the class.

Regarding dialogues /conversation, from PS students 5 (12.5%) of them agreed, 10(25%) of the students undecided, 20(50%) of them disagree and 5(12.5%) of them reported their strong disagreement from PrS students, 5(31.25%) of them strongly agreed, 7(43.75%) agreed, 1(6.25%) undecided, 2(12.50%) disagreed and 1(6.25%) strongly disagreed on the teachers use of different activities to teach speaking skill.

Most PrS students agreed on their teacher uses different activities to teach speaking skill. But most PS students said that teachers did not use different activities in speaking classes other than discussion; I have also observed this during classroom observation. Others said that their teachers ordered them to read dialogues which are presented in students' textbooks. They further explained that their teachers rarely let them prepare their own dialogues based on model dialogues given and then present them to the class.

As far as questions and answer technique is concerned, PS students 8(20%) agreed, 15(37.5%) undecided, 11(27.5%) disagreed and 6(15%) strongly disagreed. From PrS of the respondents 6(37.50%) strongly agreed, 4(25%) answered agreed, 2(12.50%) undecided, (18.75%) disagreed and 1(6.25%) strongly disagreed. All the other data gathering instruments also showed similar results. The teachers and students said that it was one of the frequently used techniques, together with dialogues and instruction methods. The classroom observations also indicated that both teachers used this technique during the entire sessions of the visit.

Concerning translation /interpretation, the data from PS students 12(30%) of them agreed, 12 (30%) of the respondents undecided, 7(17.5%) disagreed and 9(22.5%) strongly disagreed. From PrS students, 7(43.75%) agreed, 4(25%) undecided, 6(18.75%) disagreed, 2(12.50%) strongly disagreed. From the classroom observations and recordings, it could also be seen that PS teachers used 'Amharic' to teach English speaking skills.

Regarding drama activities PS 40(100%) strongly disagreed whereas, PrS students 8(50%) agreed, 3(18.75%) undecided, 5(31.25%) disagreed.

Story telling was another speaking activity that students asked about. From respondents of PS, students 40(100%) of them replied strongly disagree. Majority of PrS students replied strongly agree, agree, undecided and disagree 6(15%), 8(20%) and 16(40%), 10 (25%) respectively. This replied that PS students have never done this kind of speaking activities in English language classes. In general PS teachers' practice of using storytelling to teach speaking skill was weaker than PrS teachers.

Concerning interview, respondent of PS students, 4(10%) of them undecided, 26(65%) disagreed and 10(25%) of them strongly disagreed. From PrS of the respondents, 6(37.50%) replied agreed 4(25%) replied undecided 6(37.50%) disagreed.

About the use of debate, student respondents both of PS and PrS students strongly disagree 40(100%) and 16(100%) respectively. The figure showed that, both of PS and PrS students who participated in mentioned that they have never participated debating in different issues in the English language.

Concerning role play speaking activity, from respondent students of PS, 16(40%) undecided, 11(27.5%) disagree and 13(32.5%) strongly disagree. Similarly 7(43.75%) of the PrS students replied agree 5(31.25%) of them replied undecided, 3(18.75%) disagree and 1(6.25%) strongly disagree.

During classroom observation in PrS the researcher attended a speaking class while students were playing different roles. But in PS the researcher didn't observe that any students have never participated in role play activity.

In presentation of oral report, almost all the respondents of PS students (more than 35 students) answered that strongly disagreed yet the rest 5 students (12.5%) stated that they agreed. From PrS students, 8(50%) of the students replied agreed, 3(18.75%) undecided, 5(31.25%) disagreed. In classroom observation in PrS I have attended students' presentation in different issues. In addition to this, PrS students in focus group discussion stated that they have participated in such kind of activities many times. But PS students said that their teachers engaged them in this kind of activity rarely.

4.1.2.2. Strategies Used by EFL Teachers

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

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

No	Items	School owners hip	Occurrence of responses	Scales					
	The teacher:			5	4	3	2	1	
		PS	Frequency		6	14	9	11	40

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1	helps me discover what ways of learning work best for me in developing speaking skills		%		15	35	22.5	27.5	100
		Private	Frequenc y	8	4	2	2		16
			%	50	25	12.50	12.50		100
2	experiments me with different ways of using language (games, different arrangement of words etc)	PS	Frequenc y					40	40
			%					100	100
		Private	Frequenc y		2	7	5	2	16
			%		12.50	43.75	31.25	12.50	100
3	helps me keep on talking through teaching me speaking strategies such as using gestures.	PS	Frequenc y		5		12	23	40
			%		12.5		30	57.5	100
		Private	Frequenc y	4	6	5		1	16
			%	25	37.50	31.25		6.25	100
4	helps me find quick ways of recalling what I have learned by using rhymes, particular contexts and personal experiences.	PS	Frequenc y					40	40
			%					100	100
		Private	Frequenc y		6	7	2	1	16
			%		37.50	43.75	12.50	6.25	100
5	helps me ask for error correction.	PS	Frequenc y				3	37	40
			%				7.5	92.5	100
		Private	Frequenc y	6	4	2	3	1	16
			%	37.50	25	12.50	18.75	6.25	100
6	encourages me to speak English outside the classroom.	PS	Frequenc y			12		28	40
			%			30		70	100
		Private	Frequenc y		8	2	4	2	16
			%		50	12.50	25	12.50	100

Asked if the teachers helped the students discover what ways of learning work best for them in developing speaking skills, the respondents of PS students 6(15%) disagreed, 14 (35%) replied undecided, 9(22.5%) disagreed and 11(27.5%) strongly disagreed. From PrS students, 8(50%) strongly agreed, 4 (25%) answered agreed, 2(12.50%) undecided, 2(12.50%) disagreed to the question. Both PS and PrS teachers answered that they did little in teaching speaking strategies except advising them and giving tutorial classes for the students.

Regarding experimenting students with different ways of using language, almost all PS students 40 (100%) replied strongly disagree. From PrS 2(12.50%) agreed, 7(43.75%) undecided, 5(31.25%) disagreed and 2(12.50%) strongly disagreed.

Concerning helping students keep on talking through teaching them speaking strategies, PS students 5 (12.5%) agreed, 12 (30%) replied disagree and 23(57.5%)strongly disagree. From PrS students 4(25%) answered 'strongly agreed', 6(37.50%) agreed ,5(31.25%) undecided and 1(6.25%) strongly disagreed. The classroom observation and recordings also showed that in PrS the students were rarely seen using different strategies than PS while speaking in English.

As far as helping students ask for error correction is concerned, almost all the respondents of PS students 37(92.5%) strongly disagreed with the statement; the rest 3 (7.5%) of the students also answered 'disagree' to the question. The classroom observations and the recordings also showed that students were not observed asking for error corrections to either their teachers or their classmates. But from the respondents of PrS students 6(37.50%) answered 'strongly agreed', 4(25%) answered 'agreed', 2(12.50%) undecided, 3(18.75%) answered disagreed and 1(6.25%) answered 'strongly disagreed'.

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Concerning helping students not to be so much worried about accuracy, from PS respondents 9 (22.5%) undecided, 6(15%) disagreed, 25 (62.5%) strongly disagreed. From the respondents of PrS 8(50%) answered 'agreed', 4(25%) answered 'undecided', 3(18.75%) disagreed, 1(6.25%) answered 'strongly disagreed'.

Even if Rubin and Thompson (1982: 165) recommend the priority of fluency to accuracy for speaking skills development, from the classroom observations most of PS teachers were seen giving due attention to correcting language items-grammar and pronunciations than PrS teachers. This also indicates that students did not take risks in speaking the language in case they made faulty pronunciation or grammar errors.

4.1.3. Teaching Materials used by the students

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

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

No	Items	School ownership	Occurrence of responses	Yes	No	Total
1	Are there supplementary materials in the classroom that help you learn English (audio-video materials)?	PS	Frequency	4	36	40
			%	10	90	100
		Private	Frequency	5	11	16
			%	31.25	68.75	100
2	Do you learn speaking skills by using teacher-made teaching aids (charts, diagrams, models, maps etc)?	PS	Frequency	7	33	40
			%	17.5	82.5	100
		Private	Frequency	9	7	16
			%	56.25	43.75	100
3	Do you use any of the above-mentioned materials at your own home to learn speaking skills?	PS	Frequency	2	38	40
			%	5	95	100
		Private	Frequency	8	8	16
			%	50	50	100

As can be seen from the table above, nearly all the PS students answered that they did not use any supplementary materials in their classrooms. The classroom observations, recordings and the interviews also showed that students did not use supplementary materials. However, Acklam (1994) recommends the use of supplementary materials /audio-video/ to compensate for any deficit as far as teaching speaking is concerned. The majority of the students 33(82.5%) answered that they also did not use any teacher-made materials (pictures, diagrams, models, charts, tables) to learn speaking. The other tool from classroom observations also showed that PS teachers did not use any teaching aids to supplement their lessons. Almost all the students, 38 (95%) replied that they also do not use audio-video materials or any other supplementary materials to learn speaking skills at their own homes. The respondents of PrS students showed that they used supplementary materials in their classrooms than PS students. The PrS students 9(56.25%) answered that they used teacher-made materials (pictures, diagrams, models, charts, tables) to learn speaking and 8(50%) replied that they use audio-video materials or any other supplementary materials to learn speaking skills at their own homes.

4.2 The Analysis of Classroom Observations

4.2.1 The Role of Teachers in Teaching Speaking Skills

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

Table 7: Checklist for Identifying the Role of Teachers

No	Does the teacher:	School Ownership	Teacher 1		Teacher 2	
			Day		Day	
			One	Two	One	Two

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

As mentioned in the third chapter of this paper, six successive classroom observations (two for each section) were made to see the classroom practice of teaching speaking skills. The observations were made according to the checklist prepared for this purpose as shown above. The checklist was used and filled for all of the six days separately for both classes of study. But the final data were presented as depicted above. As can be seen from the checklist, both PS. teachers presented the lessons traditionally, mainly through explanation, for all of the observation days. They were not seen selecting the new material to be learned (expressing certainty and uncertainty, asking for and giving opinion commands and requests, and telling stories) through supplementation and modification based on what is given in the textbook. Even though many writers (Richards and Rodgers, 1986; McDonough and Shaw, 1993; Brumfit, 1979; Cunningsworth, 1979; Hutchinson and Torres, 1994; Acklam, 1994) tell us to supplement lessons with teaching aids available (cassettes, radio, DVD, CDs and other teacher made materials such as charts, tables, diagrams and models), both teachers did not use them in presenting the lesson. Additionally, both of them were seen presenting and managing the lesson by using appropriate time. They spent much of the time presenting the lesson, as mentioned above, mainly through explanation. Moreover, the teachers were not seen giving each of the performers a chance to participate in speaking the language under practice. Even though this is partly due to large class size, the teachers were repeatedly seen giving some chances only to high achievers in the class. Both of them were seen using monitoring mechanisms to see that the performance of the learners is satisfactory. The main activities done in the class were seen to be reading dialogues, asking and answering questions. Though very few students tried to tell some stories to their class, little was done in giving feedback to their errors and mistakes.

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The data from other tools (both teachers' and students' interviews, the recordings), also showed that teacher's role in developing speaking skills was found to be low.

In PrS there had been good practice of using supplement lessons with teaching aids available and other teachers made materials such as charts, tables, diagrams and models. The teacher used materials in presenting the lesson activity to teach speaking skills. In addition to PrS. Teachers advise students to use their strategies to learn speaking, especially outside the classroom.

4.2.2 The Role of Teachers in using Teaching Techniques

Table 8: The Checklist for Identifying Techniques used by Teachers

No	Does the teacher use the following techniques?	School owners hip	Teacher 1				Teacher 2			
			Day				Day			
			One		Two		One		Two	
			Yes	No	Yes	No	Yes	No	Yes	No
1	group discussions	PS								
		PrS								
2	dialogues /conversations	PS								
		PrS								
3	questions and answers	PS								
		PrS								
4	translations /interpretations	PS								
		PrS								
5	debating /panel discussion	PS								
		PrS								
6	instructions	PS								
		PrS								
7	oral report	PS								
		PrS								
8	story telling	PS								
		PrS								
9	interview	PS								
		PrS								
10	role play and drama	PS								
		PrS								

As far as the observations are concerned, it shows that the teachers were not using modern techniques to develop students' speaking abilities. Although Underhill (1987: 45-86) recommends different modern techniques to teach speaking skills. Both PS. And PrS. Teachers were mainly using the traditional approaches (teacher-based techniques) for most of the observation sessions.

The above figure showed that group discussion was being implemented both in PS and PrS Teachers. But in PS most of the time teachers were not using the activity properly as it has given due attention in students textbook. In PrS there was good practice of

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using this activity to teach speaking skills. But in PS there were different questions presented to discuss in pairs and in groups on their English language textbook but, they have had discussions on few of them.

The other speaking activity was dialogues /conversations. In PrS students were participating in this activity very well. I attended students presentation of their own dialogues during classroom observation. In addition, their teachers of the English language asked them to prepare their own dialogue with their partner and present to the class very rarely. Students of PS they did not participate in dialogues /conversations speaking activity.

The techniques used were questions and answers, reading blank dialogues, giving instruction/ explanation, reading aloud for the purpose of correcting pronunciation, translating/interpreting, and dialogues or drills. Hence in PS. teachers were not using effective techniques which are used for practice and production stages in order to teach speaking skills. They were not seen using active learner-learner joint discussions (group discussions), oral report, role play and dramatization, interviews and form fillings, learner-learner description and re-creation, picture stories, re-telling stories from aural or written stimuli, debating and panel discussions. In contrast, PrS. Teachers were using effective techniques tried to give clarification for students on what to do and how to do it.

4.2.3 The Role of Teachers in Using Teaching Strategies

Table 9: The Checklist for Identifying Strategies used by Teachers

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

Regarding the strategies teachers used to develop speaking ability of the students, they were rarely seen to help learners discover what ways of learning work best for them. No one was observed helping learners find quick ways of recalling what they have learned, for example, through experiences and personal memories. Above all, even though scholars urge the application of strategies to help learners ask for error correction and help them to learn from the error they make (Rubin and Thompson, 1982, Hall, 1997; Lessard-Clouston, 1997), no teacher was seen helping his/her learners. They were not seen teaching speaking strategies which help students guess the meaning of new vocabularies in their day to day speech. However, Rubin and Thompson (1982) suggest that teachers should teach their students speaking strategies which enable them to use the language in the real life communications.

From the above checklist it can be generalized that the strategies used by PS teachers opportunities created for students helping students discover what ways of learning work best for them in developing speaking skills, experimenting them with different ways of using language, to practice speaking in the English language outside the classroom were very limited. But, PrS teachers practice

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in encouraging students to practice speaking in the English language outside the class room in those limited programs was better than PS teachers.

4.3. Challenges that teachers face during teaching speaking skills in Public and Private schools

Challenges which were mentioned by PS teachers are:

- Mother tongue influence
- Teachers of the English language teach the language using Amharic
- Students lack of interest
- Large class size
- Absence of parents support
- Shortage of instructional materials like audiovisuals
- Shortage of time
- Students fear to speak in front of the class

Challenges which were mentioned by PrS teachers are:

- Number of students is very high
- Lack of commitment to use the English language as medium of instruction in the school compound
- Lack of awareness about the significance of the English language
- Students' lack of confidence to speak in the English language
- Students fear

The above list showed that teachers of PS. and PrS. schools have different challenges to overcome to teach speaking skill.

To know the extent teachers use the teaching strategies that would enhance the effective practice of teaching and proper utilization of techniques to teach speaking skills in grade ten questions were stated. The responses students gave are recorded in table 4.3.

4.4 Discussions

In this part, the data that had been gathered and analyzed were discussed under three major themes in response to the three basic research questions. The major findings of the study were briefly discussed and substantiated by other literature studies, taking the following key themes of the study into account:

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

The first research question was aimed at determining how EFL teachers implement techniques of speaking activities in their classrooms. The overall findings indicate that English language teachers the practice of speaking activities PrS teachers in using different speaking activities in speaking classes was better than PS teachers even they have limitation in using some activities. This result is in line with the findings of Firehun G/Michael (2015) which indicates teachers from Public schools were seen teaching speaking skill in a very traditional way. Furthermore, they were making a focus on finishing the text than developing activities which encourage speaking as they were assigned to teach all language skills. He discussed that, the teachers at private schools were teaching speaking skill in gorgeous ways that can increase the participation of the students. Also the result is in line with the findings of Getachew Dichiro (2016), Yadam Worku (2015), Mengistu Belachew, and Berihanu Degife (2015) which shows that teachers in public schools are not using different innovative techniques to develop students' performance in oral skill activities.

The second research question was aimed at finding out the activities teachers use during the implementation of the strategies used by EFL teachers speaking activities. The data gathered from students' questionnaires, teachers' interviews, and classroom observations were consistent. The results indicated that teachers were not seen while using different activities in the classroom.

According to Penny Ur (1996) argues that teachers should engage pupils in activities like pronouncing new words and answering questions since they are appealing in the teaching of oral communication skills in English. Instead of emphasizing on reading and writing, pupils should spend maximum time during the lesson listening and speaking English. Activities that should be placed at the fore front should entail; pronunciation of sounds, constructing sentences using the new language items by pupils, question and answer, practicing differentiation and intonation patterns in sentences which are vital in oral communication skills. This comparison revealed a disparity in activities which enhance the acquisition of English language speaking skills in both private and public schools. This disparity therefore has an overall influence in their performance in the subject English speaking skills.

According to Kerubo (2017) when she states that Learners should be exposed to situations where they can use language in context. This means that they should be encouraged to express themselves orally, for example, in class discussions and be provided with opportunities for role-play, drama and debates. Further, Gecaga (1986) reinforces this assertion by stating that if students are well exposed in their learning, minimal guidance is needed because they are able to gain more vocabulary and build in their use of language. At the same time, Mang'eni (2010) posits that learning should take place by doing in order to produce the best results.

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Therefore, practical methods like group activities, inquiry, discovery and discussions should be very much emphasized by educators. The researcher further contends that, learners should be encouraged to express themselves orally in class discussion and where possible and be provided with radios, televisions (TVs) and videos because they promote students' oral skills, aural skills and appeal to their senses.

The third research question was aimed at findings the challenges EFL teachers face during the implementation of speaking activities at the intended school. Most of PS teachers' interview indicated that teachers were not comfortable during the implementation speaking activities in their classes. Because their students are worried about the language they speak, they lack the habit of communicating in front of their classmates, there is a shortage of time, most students read the model dialogue rather than practice it, and most students are not interested in using the target language, most teachers prefer to teach grammar rather than present speaking activities.

The language culture that dictates acquisition of speaking skill is very critical; in fact, according to Newport (1990), language acquisition cannot be constricted to a biological environment alone, but rather it must include the cultural environment. Therefore, the findings demonstrated that in private schools, the language culture was more established in comparison to public schools.

Interviews with the head teachers of the selected secondary schools revealed the following about language culture: at a private school in St. Antonyos secondary school, the head teacher stated that a culture was established right from lower primary where pupils are trained to always speak in English. This over time creates a culture of speaking in English that characterizes the language culture of the school.

At a public school in Emdibir secondary school, there is a language culture in place but it experiences several shortcomings. The head teacher stated that being a public school, some pupils who join the school midway contribute towards making the language culture inconsistent. This is because they come from other schools which do not have the English language culture in place, hence coping up becomes a hard task for them. However, it was also noted that for the speaking of English to be consistent, it starts from home. If the home environment does not encourage the speaking of the language, then it becomes solely a school affair, this negatively affects proper language culture. The head teacher of Emdibir secondary school also stated that language culture is both an issue that exists inside the school and out of the school. In school, he stated that the teachers are encouraged to be vigilant in enforcing the language culture and they also lead by example; they always address students whether in informal or formal settings purely in English. Observations that were done in these schools revealed that measures were in place aimed at ensuring the pupils adhere to the policy. However, since English is not their L1, the pupils experience difficulties in scrupulously adhering to the language policy of the school since more often they find themselves speaking Amharic or Guraguna.

In classroom observation I have observed that there was good relationship between teachers and students. In PS there was large class size than in PrS. The issue of discipline was a problem in PrS than PS students even there was large class size in PS. In PS most of the students did not participate in speaking activities; classes were more teachers dominated and most of the students were idle. Only few students involve in different activities again and again the others were audiences. I have observed that some PS teachers tried to make most of the students engaged in the activities but the class size was a great problem. It was difficult to control whether all of the students were participating in the activity or not especially during discussions. The classroom environment in PrS let most of the students to express their thought freely, to say what they feel and to go here and there as they want while the teachers were teaching. In other words the students are exercising excess amount of freedom in the class. It is good for teachers to be friendly but students should respect their teachers. From the above discussion it can be generalized that the classroom environment in PrS helped students to be free and to say what they feel but, in PS it was not attractive for students to be engaged in different activities.

In general, the practice of PrS teachers in using different speaking activities in speaking classes was better than PS teachers even they have limitation in using some activities. This result is in line with the findings of Firehun G/Michael (2015) which indicates teachers from Public schools were seen teaching speaking skill in a very traditional way. Furthermore, they were making a focus on finishing the text than developing activities which encourage speaking as they were assigned to teach all language skills. He discussed that, the teachers at private schools were teaching speaking skill in gorgeous ways that can increase the participation of the students. Also the result is in line with the findings of Getachew Dichiro (2016), Yadam Worku (2015), Mengistu Belachew, and Berihanu Degife (2015) which shows that teachers in public schools are not using different innovative techniques to develop students' performance in oral skill activities.

For the question "To what extent do you assess your students speaking skills?"

The respondent of PrS teacher said that in our school there were two periods which were allotted to teach speaking skill or it was called spoken class students practice oral activities for 10-30 minutes in each period and the students practice oral activities for two or more minutes when there was speaking lesson. Therefore they assessed their students' speaking ability by giving oral activities.

Most PS teachers said that they assess their students rarely because of the challenges that they face that students take matriculation as a model so that they didn't do regularly assessing speaking skills.

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For the question what kinds of tasks (interview, oral presentation, storytelling, reading aloud...) do you provide to assess your students speaking skills?

The respondent of PS teacher said that I have given many tasks for example I asks like public speech ,I used interview ,I used oral question and answer in order to ask one student to the other , reading aloud and so on. Another PS. Teacher said that by Writing 2 or 3 questions on the board debate knowledge much oral presentation what do they know about their culture believe.

The respondent of PrS teacher said that the tasks I prepared are I gave them different topic, theme produce themselves pictures, I told them to describe the theme from the picture they spoke about the given topic organization confidence word. I prepared really questions Debating question at the end of the week like which is better to live in the city area or rural ban area. Then I gave them a point related to organization, pronunciation, body language they use I specify about that and confidence, so I can measure in this way easily.

The third question was what do you think on the practice of English as a foreign Language speaking skill?

The respondent of PS teacher said that the practice of speaking has many purposes .It enables students to be dear avoid shay and shame, to know students skill gap where their problem .The same is true if students practice using the language in the class room help students to use outside the class for many purposes.

The other PS teacher said that the main purpose to improve students speaking skills, to give feedback for teachers to teach. The teacher can understand what parts of difficulty the students face then students evaluate themselves the students can cheek their ability.

The respondent of PrS teacher said that the main to assure the students can express themselves or not .If they able to express themselves very well they can easily share ideas with the friends and the community they can use different thing because The world is one the glob is under communication they need to use it if they practice now and then it is easy for them they not all for academic purpose but also the whole life be when they go to tertiary level the medium of communication is English they can express themselves very well and it really helps them to develop confidence.

The fourth question was whether the teachers give feedback for their students after the lesson?

The respondent of PS teacher said that reported as follows: giving feedback is difficult because some students care about what you have to say and others will just throw it in the trash the first opportunity they have. And for this reason, I get bored to give feedback for my students. Another PS teacher reported as follows: I believe that providing students' feedback is good but due to the shortage of time I cannot give feedback for all students with in forty minutes time.

The PrS. teacher reported as follows: I believe that giving feedback is extremely important. If students receive any feedback in a timely manner, they can actually use it in any future speaking. But, due to shortage of time I can give feedback once in a week.

Chapter Five

5. SUMMARY, CONCLUSION, AND RECOMMENDATION

The general objective of this study was to compare the practice of teaching speaking skill in selected private and government secondary schools of Embebiri City Administration. And the research tried to answer the following basic questions:

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

5.1 Conclusions

The data obtained through classroom observation, document analysis and interview was organized and narrated by using descriptive statements.

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

- ✓ It is obvious that the role of a language teacher is to create the best conditions for learning. To do so, a teacher is expected to act differently in different situations. Concerning teaching speaking, a teacher has to play his role in all stages (presentation, practice and production) actively. However, all the data showed that PrS. teachers were playing active roles in developing speaking skills than PS, teachers. PS. teachers did not present the lessons in a memorable and meaningful way. PrS.teacher greater amount of practice was given for students than PS. teachers. It could be observed from the data that PS, teachers did not create enough opportunities for students to use English (speaking) in real life communication. The data revealed that they rather focused on doing activities in the textbook mainly through drills and dialogues. Generally, PS. teachers are hardly playing their role in presenting the lessons, giving appropriate practice, supervising and monitoring the practice sessions, motivating the learners, and giving activities for free production. But PrS. teacher playing their role in presenting the lessons, giving appropriate practice, supervising and monitoring the practice sessions, motivating the learners, and giving activities.
- ✓ Even though language teachers are expected to teach speaking skills by using different techniques and strategies, the data indicated that most of PS. teachers were using the traditional approach. The techniques mostly used were questions and answers,

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dialogues, explanation and translation. Moreover, they were teaching speaking skills discretely. The way teachers assess students' performance was not effective. They were evaluating them not more than five times a semester. Teachers were giving correction to students' errors and mistakes in a discouraging way. They were using the techniques such as denial and questioning. They rarely used strategies to develop learners' speaking skills.

- ✓ English teachers are required to develop speaking activities which enable students to use the language for communication. However, the study depicted that PS. teachers were using only textbook activities which are dialogues, questions/ answers and sometimes telling stories. As the analysis of the data reveals the activities in the textbook were even not adapted to meet the need of the learners. The students were seen reading the activities and writing the answers in their exercise books.
- ✓ The analysis also showed that in PS. the only teaching material used to teach speaking skills was the textbook. No teaching aids or other supplementary materials were seen being used to develop the skills. Whereas, in PrS teachers used supplementary materials in their classrooms than PS students. They used teacher-made materials (pictures, diagrams, models, charts, tables) to learn speaking and PrS. students also used audio-video materials or any other supplementary materials to learn speaking skills at their own homes than PS. Students.
- ✓ In developing speaking skills, the students also have their own role. Even though a lot is expected of them, the result of the study showed that PS. students mostly tended to be passive in the classroom. As the data indicated the students rarely used English outside their classroom, especially in real life communications. Consequently, the result showed that the students have poor performance in speaking English. But PrS teachers in encouraging students for their good deeds including expressing their thought using the English language and practice in encouraging students to speak in the English language as much as possible in the classroom and outside the classroom were better than PS teachers.
- ✓ As the data revealed, PS. students rarely worked in pairs or groups. The arrangements of the desks were not convenient for group discussions as they are not moveable. This indicates that the class size (which is more than 50 students in a class) and the uncomfortable classroom facilities also have their own contributions for less achievement in teaching speaking skills.

5.2 Recommendations

On the basis of the findings and the conclusions, the following recommendations were made:

1. There was inconsistency in private schools in allotting time to teach speaking skills. A framework should be prepared by the regional education office to transfer good practices regarding the teaching of speaking skills from one private school to the other private School and to public schools and also from public school to private schools. Public school teachers should use the speaking activities in students' textbook as much as possible and should give equal attention to the teaching of speaking skills like teaching the structure of the language.
2. Public and Private school teachers should use variety of speaking activities to teach speaking skills. This enhances students' interests to get involved in the activities using the English language.
3. Public and Private school teachers should assess students' speaking ability by giving oral activities. This helps teachers to identify their students' strengths and weaknesses in using the English language and support them to improve their weaknesses. It also helps students to identify their problems in using the language and develop their language ability.
4. Public school teachers should correct students' mistakes in a systematic way. Absence of teachers' correction leads students to commit similar mistakes again and again and also; it hinders improved language use.
5. Public and Private schools should fulfill equipment's which are necessary to teach speaking skills. Teachers should be creative and use materials which are available in their surroundings to give life to the speaking lesson they prepared as much as possible. This helps students get involved in the activities with full interest.
6. Public schools should work very hard by mobilizing society to minimize large class size to facilitate students learning. And they should create different opportunities for students to practice speaking in the English language outside the classroom.
7. Emphasis should be given for the development of students' speaking ability by every stakeholder (parents, teachers, school administrators and students).

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