



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

**ASSESSMENT OF TECHNIQUES USED BY EFL TEACHERS TO
ENCOURAGE STUDENTS TO SPEAK IN ENGLISH CLASSES: THE
CASE OF KERSA SECONDARY SCHOOL GRADE TEN STUDENTS.**

BY

KASSAHUN FANTA ALEMU

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ADAMA, ETHIOPIA



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**Assessment of Techniques Used by EFL Teachers to Encourage Students to
Speak In English Classes: The Case of Kersa Secondary School Grade Ten
Students.**

By

Kassahun Fanta Alemu

Advisor

Muengistu Zelalem (PhD)

**A Thesis Submitted to Department of English at Adama Science and
Technology University**

**in Partial Fulfillment of the Requirement for the Award of the Degree of
Master in Teaching English as A Foreign Language (TEFL)**

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Adama, Ethiopia



DECLARATION

I hereby affirm that my research work entitled “*Exploration of Techniques Used by EFL Teachers to Encourage Students to Speak in English Classes: The Case of Kersa Secondary School Grade Ten Students*”. A Thesis Submitted for the partial Fulfillment of the Requirement for the Award of the Degree of Masters in Teaching English as a Foreign Language (TEFL) is my own original work and has not been submitted for any assessment, degree, diploma or award at ASTU or any other University/Institutions.

Kassahun Fanta Alemu

Department of English

Place _____

Date _____

COUNTERSIGNED

This is to certify that the above declaration by the candidate is true, the thesis embodies results of original work, and studies are carried out by the student himself to the best of my knowledge as advisor to the candidate.

Place: - _____

Advisor: - Mengistu Zelalem (PhD)

Date: - _____

Department of English

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FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE
DEGREE OF MASTER IN TEACHING ENGLISH AS A FOREIGN
LANGUAGE**

BY: KASSAHUN FANTA ALEMU

Thesis Examiners

_____	_____	_____
Name	Signature	Date
_____	_____	_____
Name	Signature	Date

Advisor

_____	_____	_____
Name	Signature	Date

Chairperson, DGC

_____	_____	_____
Name	Signature	Date

ABSTRACT

The aim of the study was to explore techniques EFL teachers used to encourage grade ten students to speak in English classes at Kersa Secondary School found in Oromiya Regional State, Arsi Zone, Munesa District. The research questions asked were: how was the speaking lessons carried out; what techniques were employed and how effective were the techniques used and what problems prevented the uses of effective techniques to encourage students' to speak in English classes. In view of this, the study employed descriptive research design having mixed research method to collect qualitative and quantitative data. Respondents of the study were five EFL teachers and 127 students who were selected using purposive and random sampling techniques respectively. Data were collected through questionnaires, classroom observation and interviews to elicit ideas, opinions and comments from respondent teachers and students. Data from the questionnaire and classroom observations were analyzed quantitatively using frequency and percentages followed by descriptive explanation, while the data from the semi-structured interview was analyzed qualitatively based on emerging themes. The findings revealed that teachers' classroom practice seemed to be ineffective since most of them couldn't apply techniques needed to encourage students while they presented the lessons and while they provided activities so that students could practice to speak in English during the lesson. Reason teachers gave for not using techniques to encourage students to speak in English classes were shortage of time to employ variety of techniques and to cover the course in due time. Besides, students' lack of interest to speak in English and their poor English language background were to blame. Hence, it was recommended that teachers should play a decisive role to maintain favorable oral language learning conditions by employing varieties of teaching techniques and activities to encourage students speak in English. In addition, the school and the family should play their role to facilitate the teaching and learning process in general and oral language learning in particular.

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LIST OF ACRONIMS

BBC:- British Broad Casting Corporation

CNN:- Cable News Network

EFL:- English as a foreign language

ESL:- English as a Second Language

KG:- Kindergarten

MoE:- Ministry of Education

QUAL:- Qualitative

QUANT:-Quantitative

TEFL- Teaching English as a foreign language

TTI:- Teachers Training Institution

VOA:- The voice of America

CHAPTER ONE

BACKGROUND OF THE STUDY

1. Introduction

This chapter presents background of the study, statement of the problem, objectives and research questions of the study. These sections are followed by presentations of the study's significance, its delimitation and limitation, organization of the thesis and definition of key terms.

1.1 Background of the Study

English is one of the major global languages which is being used for communication by different first language (FL) and second language (SL) speakers around the globe (Crystal, 2003). Crystal also stated that English provides linguistic power, that is, it is like a gate to the international business, technology, science and travel. In other words, this language plays vital role for communication in political, commercial and social development spheres. Moreover, (McKay, 2003 & Jenkins, 2000) explain that English language is being taught in schools in many countries for the advantages it has globally.

English is also an essential language in Ethiopia because Ethiopia is the home of various international organizations such as African Union (AU), Economic Commission for Africa (ECA), the Intergovernmental Authority on Development (IGAD), etc., that requires English as a medium of communication (El Sagheer, 2001). Ethiopia also hosts many international conferences and it is one of the destinations for international tourists who mainly seek English language for communication. According to Vujich (2013), the economic policy of Ethiopia also encourages international relations to advance science and technology, foreign investment and tourism, which create a climate for reliance on this language requiring confident and proficient use of spoken English.

Moreover, Vujich indicated that English is the medium of instruction almost in many secondary and higher educational institutions in the world. It also serves as a language of work in different institutions, such as, banks, airlines, travel agencies and tourism sector of the country. Besides,

English language is taught in schools to develop students' communication skill both for academic and non-academic purposes starting from kindergarten level on.

However, communication in general and verbal communication in particular is one of the crucial skills that challenge learners to different degrees when learning this language. Therefore, mastering the language's skills in general and verbal communication or speaking skills in particular is essential for Ethiopian students. For example, Zaremba (2006) hypothesized that of the four-macro language skills, speaking seems to be the most important skills required for communication. In the teaching and learning of English, as one of the productive skills, speaking activity must focus on how to assist students to use English. This is important because most students often evaluate their success in language learning as well as the effectiveness of their English course or study based on how much they feel they have improved in their speaking proficiency (Richards, 2008).

Pinter (2006) advised to focus on developing students' speaking ability since learning to speak is considered as the greatest challenge particularly for people who speak English as second language (ESL) or as foreign language (EFL). Tsou (2005) notes that verbal participation is the most observable phenomenon in the classroom. Therefore, when students fail to participate verbally in class in the language being taught, it can be generally accepted that either there is a deficiency in the teacher's or learners' practices. In order to tackle such type of problems, mainly teachers are required to attain professional approaches or techniques (hereafter referred to as the target of this study). Jackson (2011) explained that the profession of teaching requires more than the applications of the traditional practices of a classroom. This scholar added that professional approaches allow every teacher to enhance motivation skills in their students from the basic level.

Encouraging students, especially the ones who are reluctant to participate, speak or engage in classroom is one of the principles for attaining mastery in teaching (Weimer, 2009). Ellis (2005) and Nation (2007) also pointed out that teachers and textbooks should make use of variety of approaches, ranging from direct to indirect approaches, focusing on specific features of verbal interaction to indirect approaches that create conditions for oral interaction through group work, speech activities, role plays, presentations and other strategies. Most importantly, teachers must understand the role they play in motivating students. There are ways in which teachers can sustain

and increase the motivation of foreign language learners (Oxford and Shearin, 1994 & Dornyei, 1990).

Although English language teaching and learning materials were prepared to promote learners' verbal communication using the language and though various approaches intended to enhance verbal skills were included, students' speaking skill has been unsatisfactory (Richards, 2006). Therefore, this paper was aimed at exploring the extent to which EFL teachers of Kersa Secondary School used techniques to help or encourage grade ten learners to speak in English class.

1.2 Statement of the Problem

The use of English as a second language or foreign language in oral communication is one of the most common but complex activities necessary to be considered when teaching the English language. This is because we are living in the world where the ability to speak English fluently has become essential, especially for those who want to advance in certain fields of human endeavor (Al-Sibai, 2004). Speaking English is different compared with other language skills. For instance, many people find speaking difficult compared with writing as the answer for speaking must be immediate while for writing it may be delayed. What makes speaking English difficult is just because it is foreign language for many countries. This means that the use of spoken English is very seldom exercised among many people (Nunan, 2003). McCroskey & Richmond (1991) also stated that lack of speaking English in the classroom at any instance is a problem commonly found in EFL contexts. Consequently, students have fewer opportunities to learn from it.

Similar to those people who use English as a SL/FL; Ethiopians are likely to interact with a variety of English speaking communities with different linguistic backgrounds of native and non-native people from all over the world. English is becoming an important tool and is playing a crucial role in the country's overall development and hence proficiency in English provides significant advantages and opportunities to Ethiopians. However, researches like Cohen (2005) express their concern for the difficulties that the majority of Ethiopians have in the spoken

English. Cohen added that the standard of oral fluency and competence in English is low, and many Ethiopian speakers have ‘little confidence in the language for oral purposes.

In the school where this study was conducted, the purpose of learning English and the problem related to mastering this language looks almost similar to other EFL learners. English is taught as a foreign language and the problem of poor language proficiency was observable. In particular, the majority of learners' verbal expression in this school was unsatisfactory. A lot of students were not seen when they ask questions, respond to teachers' questions or interact orally using English, for example.

The purpose of teaching speaking is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual's language use (Haozhang, 1997). According to Chaney (1998), in previous years oral communication instruction was neglected due to the misconception that verbal communication competence develops naturally over time. Ur (1996) pointed out speaking as the most important skill among the four macro skills (listening, speaking, reading, and writing) because people who know a language are considered as speakers of that language. This indicates that using (speaking) a language is more important than just knowing about it, because it is useless knowing a lot about language if one can't use it (Scrivener, 2005).

Concerning proficiency problem of speaking in EFL class, a number of studies have been done on factors affecting the acquisition of English speaking skills internationally. For example, (Dil, 2009) investigated Turkish EFL learners' communication obstacles in English language classrooms. Al-Lawati (1995 and 2002) also investigated the difficulties encountered by Omani students in their oral production of English in which the findings of the studies were consistent. Rababa'ahn (2005) studied the teaching strategies employed by English teachers. His finding also revealed that problem related to teaching approaches were inadequate and that teachers could not put emphasis on speaking.

Likewise, studies have also been done in the Ethiopian context on the teaching of English speaking skill. For instance Seblewongel (2007) did a study on assessment of teachers' motivational strategies in EFL classroom among two universities and two colleges in Addis Aaba University. Tesfaye (2007) went out for research on communication strategies utilized by Omo

TTI teachers in oral production of English. Tamirat H/Mariam (2011) was also assessed the factors that hinder an effective implementation of cooperative learning in EFL speaking classroom the of grade 11 at Wachemo General and Preparatory School. Asfha Gebre-Eyesus, (2014) carried out an exploration on the causes of students' reluctance in English speaking classroom at Gode Secondary and Preparatory School. Chot Pal (2015) also made a study on factors affecting students' learning English speaking the case of English department students in Gambella College of Teachers Education.

However, none of these studies were done to assess the extent to which EFL teachers were using techniques to encourage and help their students speak in English classes. Though there would be some related studies, the fluency problem or even some times no verbal participation in English classes from the side of the learners still persists. Therefore, the researcher believed that this area needed attention and should be studied. Therefore, the current study aimed at filling the existing gap in this particular area of the study in the target school.

1.3 Objectives of the Study

Based on the problems stated above, the following general and specific objectives were designed for the study.

1.3.1 General Objective

The general objective of this research was:

- To find out the extent to which EFL teachers were using different techniques to encourage and help grade ten students speak in English classes.

1.3.2 Specific Objectives

The specific objectives of this study were to:

- assess how the teaching and learning of the EFL speaking lessons were carried out.
- explore what techniques were used to encourage students to speak in English classes.
- find out how effective the techniques used to encourage students speak in English were promoting students speaking skills.

- identify problems affecting the use of effective techniques to encourage students to speak in English classes.

1.4 Research Questions

The following research questions were formulated to answer the objective of this study.

- How had the teaching and learning of EFL speaking lessons been carried out?
- What techniques were used to encourage students to speak in English speaking classes?
- How effective were the techniques used to encourage students' promoting learners English speaking skills?
- What problems prevented the uses of effective techniques to encourage students speak in English classes?

1.5 Significance of the Study

The findings of the study was hoped to benefit students', English teachers' and curriculum developers in various ways. First, it might help students to be aware of using verities of techniques or activities that can help them improve their English speaking skill. Second, it may reinforce English teachers in order to give due emphasis towards implementing different kinds of encouragement techniques and teaching activities so that the learners could improve their English verbal communication skills in English. Third, this study could serve as a document or source information for curriculum developers to refer to teachers' suggestions and complaints especially concerning the teaching and learning process of EFL speaking skills. Finally, the finding of study was hoped to serve interested researchers as a stepping stone for further research and as a reference to related studies.

1.6 Scope of the Study

The scope of this study was limited to Kersa Secondary School in particular to grade ten EFL learners. The delimitation comes deliberately for this school was serving as a cluster school to the nearby high schools. That means, it was believed that the participant of this study in many ways could reflect the nature of the issue including the nearby schools. Moreover, this school

was the working place of the researcher at the time of the study and this contributed to minimize the cost and the time that required to accomplish the study.

This study was mainly intended to explore implementation of encouraging techniques such as simplifying tasks, clarifying procedures of the activities, provision of group work, pair works, dialogue, debates, building supportive learning environment, etc., which would be used by English teachers to help students improve their speaking skills. The desire to deal with this issue was to get good understanding of the effort made by EFL teachers to alleviate problems related to students' speaking skills. The main target group of the study were 127 grade ten students and five EFL teachers. Besides, this study was confined to questionnaire, classroom observation and interview in order to collect valid data and to triangulate the findings.

1.7 Limitation of the Study

Since the study was based on research tools such as students questionnaire, classroom observation and teachers' interview, the researcher faced certain problems during data gathering stage. The first was wrongly filling of questionnaires. Though students were oriented how to fill their responses, at the beginning, many students were not doing it properly. Thus, the researcher was forced to make reorientation session to students of each class. The second problem was from the side of the teachers. Even if they were informed earlier, some teachers could not show readiness to be observed in the proposed schedule. As a result, the data collection process lagged behind and left the researcher overloaded with primary works of the school like managing results of students. The presence of such problems had deprived the researcher's free time that could have been used to observe extra classes which could have boosted the representativeness of the data. Moreover, a larger sample from different high schools of the 'Woreda' would have definitely yielded more generalizable findings. As a result, conclusions deduced from such a narrow context and recommendation provided might not implicate the case of all Secondary Schools throughout the region.

1.8 Organization of the Study

This thesis contains five chapters. The first chapter provides the background, the statement of the problem; the objectives and research questions of the study including its significance, its

delimitation and its limitation, operational definition of terms and organization of the thesis. The second chapter describes review of related literature and related studies to the topic area including for obtaining ideas to design instruments of the study. Chapter Three presents the research methodology, which consists of the research design, the sources of data, such as, the study area, participants of the study and the sampling techniques. Besides, instruments, procedures and techniques for data collection and analysis are discussed in this chapter. Next, Chapter Four provides the methods and procedures used for data analysis, presentation and interpretation. Finally, Chapter Five presents summary of findings, conclusion and recommendation based on the findings from the data analysis.

1.9 Definition of Terms

In this section, attempts are made to provide working definitions to some of the key terms and concepts as per the contexts they were used in the study.

Speaking: is an interactive process constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns &Joyce, 1997).

Encouragement: When someone talks or behaves in a way that gives you confidence to do something.

Oral: It refers to the words expressed in spoken form as distinct from written form.

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 give method. It is a particular track, stratagem or contrivance used to accomplish an immediate objective

Interaction: It refers to the implementation of the activity which teachers use within a give method. It is a particular track, stratagem or contrivance used to accomplish an immediate objective

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. Introduction

This chapter deals with a brief review of the relevant literature related to the study. Thus, topics, such as, definition of speaking skills, the value of oral language, encouragement roles of teachers to help students speak in the class, and techniques of encouraging students are discussed

2.1 Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). The form and the meaning of speaking are dependent on the context in which it occurs, including the participants themselves and their collective experiences, the physical environment and the purposes for speaking. Speaking is often unplanned, open-ended, and it gradually develops.

However, speech is not always unpredictable. Language functions (or patterns) that tend to happen again in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). Chaney (1998) as cited in Juhana (2012) defined speaking skill in the literature that naturally, to speak means to produce some words representing one's ideas. It is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

2.2 Definition of Speaking Skill

Speaking is one of the production skills that can be divided in to two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities. On the other hand, fluency takes into account the ability to speak smoothly. Speaking can also be grouped in to two elements: production skill and interaction skill. In case of production skill, speaking ability take place without time limit environment and in interaction skill, negotiation between learners is important. Both skills help learners to improve their speaking ability easier. In general, learners should plan and adjust their talk and they should

practice to be effective speakers. This shows that speaking is high risking activity that creates anxiety (Gower, Philips & Walter, 1995).

(Brown, 2001) also described speaking skills that should be noticed by a classroom teacher to incorporate them during oral classroom sessions. Brown put these skills in to two categories: macro and micro. According to this scholar, macro skills are the ability to attain fluency, discourse, function, style, cohesion and nonverbal communication whereas micro skills are the ability to master the following speaking skills. These are:

- producing English stress patterns;
- using an adequate number of words to accomplish purpose;
- monitoring oral production and using strategic devices (e.g., pauses, fillers, self corrections, and backtracking) to enhance the clarity of the message;
- using grammatical word classes (e.g., nouns and verbs), systems (e.g., tense, agreements, and pluralization), word order, patterns, rules, and elliptical forms.
- using cohesive devices;
- accomplishing appropriately communicative functions according to situations,
- participants, and goals;
- conveying links between events and communicate relations such as main idea,
- supporting details, new and given information, generalizations, and exemplification;
- using facial features and body language along with verbal language to convey meaning; and
- using appropriate registers and conventions in conversations.

2.3 The Value of Oral Language Teaching

Oral language skills are essential component of knowledge in any language. When you give students frequent opportunities to talk in English, you stimulate the development of listening and speaking skills. You give students a broad sense of the English language and its construction, and also you are helping English language learners connect with their peers and develop self confident (Ontario Ministry of Education, 2005). In other words, classroom talk determines whether or not children's learn.

Efrizal (2012) added that speaking is of great significant for the people interaction where they speak everywhere and every day. Speaking is the way of communicating and exchange messages orally. If we want to encounter students to communicate in English, we should use the language in real communication and ask them to do the same process.

As implicated by Rechards and Rogers (2001), in the traditional methods the speaking skill was ignored in the classroom where the emphasis were on reading and writing skills. However, according to Ur (2000) from all the four language skills called listening, speaking, reading and writing, oral language or speaking is the one that is very necessary for the effective communication. The importance of speaking is indicated with the integration of the other language skills. Speaking helps learners to improve their vocabulary and grammar skills and then to become better in their writing skills. Using oral language, students can express their emotions; ideas; say stories; make request and talk; make discussion and show the various functions of the language. Moreover, Ur added that speaking has vital importance outside the classroom. Therefore language speakers have more opportunities to have jobs in different organizations and companies especially where English is used as language of work.

In broad statement, spoken language usually has two functions: interactional and transactional. The main goal of the former is to keep social relationships, but that of the latter is to pass information and ideas. Because much of our daily communication is interactional, being able to interact is very important. Thus, language teachers should facilitate learners' with meaningful communicative situations about proper topics by applying peer interaction as the key to teach communicative language. Communication drives essentially from interaction. Therefore, classroom communication should include meaning focused activity. As a result, learners can learn how to listen and talk to others, how to negotiate meaning in shared context both verbally and non-verbally with the help of teacher (Richards & Renandya, 2002).

2.4 Importance of Teaching of Speaking

The use of English as a second language (ESL) or foreign language (EFL) in oral communication is, without doubt, one of the most common but highly complex activities necessary to be considered when teaching the English language especially because we live at a time where the ability to speak English fluently has become important, especially who want to advance in

certain fields of human attempts to do something (Al-Sibai, 2004, p.3). The focus of teaching speaking is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at developing individual language use (Haozhang, 1997). In the past, oral communication instruction was neglected because of the misconception that oral communication competence develops naturally over time and that the cognitive skills involved in writing automatically transfer to analogous oral communication skills (Chaney, 1998).

However, Ur (1996) considered speaking as the most important skill among the four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. This indicates using a language is more important than just knowing about it because there is no point knowing a lot about language if someone cannot use it (Scrivener, 2005, p.146).

2.5 Characteristics of Speaking

As it was stated by Nunan (1989) Spoken language, consist of short, often broken speeches, in range of pronunciations. In addition, the loosely organized syntax, the use of non-specific words and phrases and the use of fillers such as ‘well’, ‘oh’, and ‘uhuh’, etc., make spoken language feel less conceptually dense than other types of language such as expository prose. Nunan also shows distinction between two basic language functions. These are the transactional function which is mainly concerned with the exchange of information, and the interactional function, in which the primary purpose of speech is to keep in touch social relationship. Furthermore, this author summarizes that a successful oral communication involves developing:

- 1) the ability to articulate phonological features of the language which is understandable;
- 2) knowledge of stress, rhythm, intonation patterns;
- 3) an acceptable degree of fluency;
- 4) transactional and communication skills;
- 5) tern taking skills short and long speaking ;
- 6) skills in the management of interaction;

- 7) agreement or negotiation skills;
- 8) listening skill during conversation (successful conversation require good listeners as well as good speakers:
- 9) skills in knowing about and negotiating purpose for conversations; and
- 10) skill of using appropriate conversational styles and fillers.

In addition, Ur (1991) describes some strategies to enhance students' motivation to speak in a language class. The main one was selecting the topic carefully to make it as interesting for students as possible. If the teacher's choice fails in the class, there would have never been panic or embarrassment. The possible solution to this situation might be asking the students to vote for a topic they would be interested in talking about. Teaching speaking had its own characteristics. It was different from teaching other skills because speaking deals with utterances not sentences, spoken text not written text, and so on.

2.6 The Nature of Teaching Speaking in High School

In general teaching has its own characteristics. In teaching Junior High School students, the teachers may find any difficulties because students in this age have their own characteristics as teenagers that must be different from children or even adults. According to Hardré, et al.,(2009), there are many characteristics of Junior High School Students. The first, they are unstable in their feeling and emotion. They are very sensitive or emotional. The second is that there is a change in their way of thinking. Students in this level are able to apply rational logic to all categories of problems, abstracts as well as concrete. The third, they want to know everything which is done by other youngster and they always want to know something new. The last, they try to get attention from their opposite sex.

Liping (2008) added that secondary school students are learning English. This ability is a potential capacity of teachers who would be actively to dig. Students' learning English ability depends largely on their own interest in learning, learning methods and learning purpose of the following three areas. First, the teacher needs to have an ability to change the passive learning to

active learning. Second, English language learning students would no longer be troubled by the problem. And the last, language learners should get a chance to develop and understanding verbal expression skills.

Armstrong (1992) states that teaching secondary school requires teachers who are flexible, sensitive to differences, and willing to accept any differences. Miller (1994) said that a middle school teacher have to be able to understand and appreciate young adolescents as human beings. Even with their unique characteristics that need to be heard, understood, and respected.

2.7 Oral Language Learning

In order to process language learning, there are four conditions that should exist. They are the exposure, opportunities to use the language, motivation, and instruction. This means, learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen being relaxed (Willis, 1996, p.7).

In particular to verbal language learning, it can be done by involving learners by performing two types of communicative tasks: focused communicative tasks and unfocused communicative tasks. In both of these tasks, learners need to be engaged in using language contextually rather than displaying language. They seek to develop language proficiency through communication and learners can integrate separate structures into a creative system for expressing meaning Ellis (2003).

2.8 Encouragement Roles of Teachers in EFL Speaking Classroom

According to MoE (2002), the main facilitator of knowledge and skills in EFL classroom are the teachers. The role of the teacher in engaging students in learning is looks difficult. The reason is that teachers are expected to take in to account almost all academic and social aspects of the classroom environment.

As stated by Oxford and Shearin (1994), there are ways in which teachers can keep to continue and increase the motivation of foreign language learners. At the beginning, teachers can find out the reasons why students chose to study the target language. Then after, teachers can support learners by creating an attitude of success in language learning. This can be done by attempting

to create a positive environment, encouraging positive attitudes, and helping individual students to set language learning goals. However, Dornyei (1990) pointed out that teachers must understand the role they play in motivating students. They should also try to figure out what encourages students, and have to employ teaching methods and materials that could suit to learners' initial motivation. As a result of this action, perhaps new motivation would be created to continue learning the language in a classroom setting and on their own.

In other words, (Gibbons, 2002) stated that where there is suitable environment, English language learners are more likely to participate orally in class and take a positive approach to language acquisition. This means, when teachers support learners or peers who are sensitive to their needs, students could strengthen their self-confidence. In the same manner, the awareness of how teacher-student interaction can promote motivation, it may provide implications in a variety of areas for educators. Thus, teachers likely reorganize the teaching and learning environment by providing different strategies to students, finding ways to motivate student to learn and engage them in active learning, and understanding their students' learning strategies. Without knowing and understanding how teacher-student interaction influences motivation, teacher may limit their abilities to improve instruction. Students engage in learning through behaviors and motivation, and those learners who are highly motivated remain engaged, and are more likely to participate in learning activities. On the contrary, teachers should also know that the less motivated students are the less they remain engaged in learning Mattarima & Hamdan (2011).

In further discussion, Harmer (2001) asserted that the teacher is the main cause in the continuance of a student's encouragement and teachers' skills in motivating learners need to be seen as central to teaching effectiveness. It is teachers' responsibilities to motivate learners in a foreign language classroom. Byrne (1991) compares the teacher to an actor claiming that the teacher has to play different roles at different times. Byrne divides the roles of the teacher according to the type of interaction activity distinguishing between fluency and accuracy activities. During fluency activities the teacher most frequently adopts the roles of stimulator, manager and consultant. These are done to remind that the main reason for taking part in such activities is to get students to interact, set up the activities and to be available for help, and to advice if students need and ask for it. On the other hand, the roles that the teacher carries out during accuracy activities will primarily include the roles of conductor, organizer and monitor.

To sum up what has been discussed above, teachers' main task will therefore be to make sure that the students know what to practice, and the way they practice effectively in addition to organizing the activities and checking while students are performing Nunan and Lamb (1996) Hence, this study aimed to assess teachers' encouragement techniques in speaking class in general rather than paying attention to a certain specific area of language interest.

2.9 Techniques of Encouraging Students in Speaking Class

As language learners no or little participation to speak in the classroom and or outside the classroom is a problem commonly found in EFL contexts. Researchers have been marching in search of some pedagogical scaffold of EFL learners in speaking EFL class room. These researchers provided EFL teachers with a range of techniques to encourage students to speak in the language classroom. Many of these techniques are suggested based on the Cognitive, Affective and Situational Framework as they are stated by Nation (2007). In support of this idea, Ontario Ministry of Education (2005), narrowly stated some techniques that used to create a supportive language-learning environment in general. Some of them are:

- keep the needs of English language learners in mind when addressing the class and describing concepts and tasks,
- assign tasks that are appropriate to the student's level of proficiency in English,
- give English language learners positive feedback on their efforts,
- purposefully connect English language learners with their peers (for example, make them partners in learning activities; introduce students with common interests to one another,
- establish a supportive classroom climate in which language errors are accepted as a normal part of the language-learning process,
- engage English language learners in activities that appeal to their interests and that build on their existing knowledge, skills, and backgrounds and give supportive phrases that help them to produce complete utterances.

In addition to the above oral teaching techniques or activities, the use of flash cards, videos, graphs, interviews and role plays are suggested to be considered by the teachers during the

delivery of the speaking lessons. According to Brown (2000), flashcards play big role to learn sentence structures tenses and phrasal verbs. When doing this, learners get a chance to chat with their peers which is considered as a kind of speaking lessons.

Besides flesh cards, studies indicated that video materials could also improve speaking abilities. It mainly raises learners' lexical grammar. However, to its most effectiveness videos should be used selectively so that it suites students age, background knowledge, and interests (McGill, 2010); Silverman & Hines, 2009). Knowing grammatical and semantic rules is not sufficient instruments for speaking. Learners must be familiar with the knowledge of how native speakers use the language in the context of well-organized interpersonal exchange, in which many factors interact. Thus, it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately. Therefore, make use of videos help to alleviate such kinds of gaps (Richards & Renandya, 2002).

Graphs are also among some of important teaching aids in speaking classes. It serve as representation of real observation and as analytic tools for detecting under lying patterns which in turn inform the observer and the learner about phenomena (the target) under investigation” Traditional views consider graphing as intelligence manifested in students' minds (Leinhardt, Zaslavsky, & Stein, 1990). When manipulating graphs, there are a lot of chants for children and adults, make learners proficient in vocabulary and pronunciation.

The other technique is interview. The special advantage of interviews is their flexibility. They can be long or short and useful for learners from beginning level to advanced level and with high aptitude and low aptitude learners. They can be considered as additional oral activities or that follows writing task (Richards & Renandya, 2002).

One of the most frequently suggested oral language teaching is role play. It is vital to improve learners' comprehension and production system. Role-play is one of the methods that enable learners to improve a variety of real life spoken language in the classroom (Cook, 2001). It can be practiced; for example, a teacher select a conversation from a book and after repeating aloud with students, the teacher can ask some students to be volunteers in role-play. Moreover, this activity can help students to overcome their shyness, fears and anxiety. During the play, learners can listen and practice phrases that are used in speech acts (Celce-Murica, 2001).

Furthermore, teachers should use free talk in English speaking class to motivate learners, teachers can use a funny discussion and ask students to talk about their best moments that they had. Students' participation in discussion can also causes other students to actively take part in participation. Therefore, students become surprised about their ability and intelligence. Some students lack desire to speak because of their shyness and low confidence, but there is no appropriate solution about how teachers can overcome these problems. Evidence shows that these learners should start with short answers, and short sentences, but it may be time-consuming (Celce-Murica, 2001 and Oradee, 2012).

2.10 Speaking Difficulties of EFL Learners

There are many factors that cause difficulty in speaking, and some of these are the inhibition, nothing to say, irregular participation and the influence of FL (first language) or mother-tongue use. In case of inhibition, students are worried about making mistakes, fear criticism from their teachers or peers, or simply shy. On the other hand, some students may show no motivation to talk in the classroom or express themselves. And the other problem is may be one participant who can talk at a time because of large classes or because of the tendency of some learners to dominate, while others speak very little or not at all. The other big challenge in EFL classes is the highest tendency of using mother tongue tend because it is easier and because learners feel less exposed if they are speaking their mother tongue Ur (1996).

In addition, Rababa'h (2005) pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Poor strategic competence and communication competence can be another reason as well for not being able to keep the interaction going. Some learners also lack the motivation to speak English. They feel that it has no use in their life. Littlewood (1981, p .91) stated that the development of communicative skills can only take place if learners have the motivation and opportunity to express their own ideas and related it with the people around them.

Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a poor development of this skill. Besides, vocabulary items are taught in isolation, and listening materials are not used by the majority of schoolteachers because of the large number of teachers compared with the number of cassettes available. Teacher-training programs were found to be not very successful in changing the teachers' methodology (Rababa'ah, 2005).

Furthermore, English is given as an academic subject only, which means exposure to the English language is insufficient. The lack of a target language environment can be considered another problem, which of course results in a lack of involvement in real-life situations. Not allowing learners to participate in different speaking activities can be another reason for speaking difficulties. That means learners need both to participate in discourse and to build up knowledge and skills for participation in order to learn communicative skills (Cameron, 2001).

Furthermore, language is best learned when the learners' attention is focused on understanding, saying and doing something with language, and not when their attention is focused clearly on linguistic feature (Kumaravadivelu, 2003). Nakatani (2010) mention that researchers recognize that learners can improve their speaking ability by developing learning strategies that enable them to become independent learners. Littlewoods (1981) argued that some teachers use L1 for class management. Nevertheless, beside the other factors, over use of L1 can be another cause that contributes to the problem of speaking difficulties. This is because using L1 means sacrificing valuable opportunities for well-motivated foreign use. In addition, it tends to devalue the target language as a means for communication. Learners see it as allocated to communicatively less important domains such as drills or dialogue practice, while the mother tongue remains the appropriate medium for discussing matters of immediate importance. Another main reason for other teachers to use L1 is vocabulary and grammar. Although they believes that in the classroom students stay with the target language, they do not reflect it in their practice (Al-Busaidi, 1998).

2.11 Feedback in Speaking Classroom

Harmer (2001) stated that ways of addressing students' performance will depend upon the stage of the lesson, the activity, the type of mistake made, and the particular student who is making

that mistake. Different methodologists suggested approaches of providing feedback from several aspects. Most of the time, feedback is seen from the angle of accuracy (form of the language used) and fluency (content of spoken production) activities.

Feedback on students' spoken language can be either positive or negative. It may serve both to let students know how well they have performed and also how bad they have performed to increase motivation and build a supportive climate. They distinguish between the feedback on 'content' and on 'form', suggesting strategies and decisions to be considered for both kinds.

The techniques that they suggest for feedback on content/fluency includes: it is important that the teacher does not interrupt in 'mid-flow', since it interrupts the communication and drags the activity back to the start. So use gentle correction, such as prompting students forward, reformulating what a student has said, appreciating a correct answer, indicating an incorrect answer, praising, expanding or modifying a students' answer, repeating, summarizing, or criticizing and recording mistakes with further analysis.

On the other hand, they suggest several ways of giving feedback or correcting students during accuracy work of spoken production. Some of these are decisions about 'whether learners' errors should be corrected, which kinds of learner errors should be corrected, and how learner errors should be corrected, or asking the student to repeat what he or she said. In addition, feedback can be given by pointing out the error and asking the student to self-correct; by commanding on error and explain why it is wrong, without having the student repeat the correct form, or by asking another student to correct the error.

Moreover, use a gesture to indicate that an error has been made, the teacher may give feedback immediately on how well or badly students have done. By making a note of mistakes the teacher can shift the feedback onto a future lesson. In addition, teacher should not forget that the students may ask some questions or say what they think of the activity. In this case, it is also necessary to point out and correct the mistakes the students are making, but at the same time the correction should not be too intensive, because it may have a negative impact during fluency work. Teachers can show incorrectness by repeating, echoing, giving statement and questions, making a facial expression, or by hinting where the problem is. Generally, most of the teaching specialists agree that providing feedback during spoken performance depends on several aspects

of which the most important are the type of activity and the kind of mistake that is made (Byrne 1991, p.13; Richards, 1999 and Harmer, 2001).

CHAPTER THREE

RESEARCH METHODOLOGY

3. Introduction

This chapter, which is about the research design and methodology, consists of six sections and sub sections. The first section discusses the type of the research design employed and its relevance to the study. The second section presents discussion about the target population of the study while the third section deals with the types of instruments employed to gather data and how these instruments were prepared. The fourth section provides the procedures carried out during the data gathering phase. The fifth section deals with procedures and methods employed for data analysis where as the last section discuss ethical consideration taken before hand.

3.1 Research Design and Approach

In this study descriptive research design was used. According to Kothari (2004), problems in educational studies are best investigated by means of descriptive design because descriptive research design, as its name tells, describes naturally occurring phenomena without experimental manipulation. Hence, the application of descriptive research design enabled the researcher in order to achieve the intended objectives of the study and thereby to collect and analyse quantitative and qualitative data.

The study also employed mixed method research to collect quantitative and qualitative data using questionnaire, classroom observation and interview. That is, using mixed method research or using both quantitative and qualitative approaches provided better understanding of the research problem because employing a single method was not enough to address the research problem or to answer the research questions (Creswell, 2012).

For example, the quantitative approach was used to quantify the problem and understand how the problem existed. It helped simplify coding, analyzing and interpreting numerical data. Besides, the qualitative research assisted in collecting and analyzing descriptive information that allowed the researcher describe and explain the characteristics of the population or the phenomenon being studied instead of only providing and analyzing the data statistically (Kothari, 2004). Hence, the stated characteristics of this research design made it preferable for this study.

3.2 Sampling

In this section, attempts are made to describe the population, the sample size and sampling techniques and information sources of the study.

3.2.1 Population

This study was conducted at Kersa Secondary School. The school is located in Oromia Regional State, Arsi Zone, Munesa District. In the 2016/17 academic year, the school admitted 960 students. Of these students, 188 of them were grade ten students (the target population). There were six (five males and one female) EFL teachers including the researcher. All teachers were

assigned to teach both grade nine and ten students. The total number of sections were also sixteen of which five sections were grade ten.

3.2.2 Participants and Sampling Technique

Sampling means selecting a given number of participants to represent the population. Any statements made about the sample should also be true of the population (Orodho, 2003). Thus, in this study, purposive sampling and random sampling techniques were employed for various purposes. EFL teachers were selected using purposive sampling. As indicated by Kothari (2004), purposive sampling or non-probability sampling is that sampling procedure which does not cause any biases for estimating the probability. In other words, when using this method, each participant in the population gets a chance to be included in the sample. Fraenkel and Wallen (2009) also stated that purposive sampling technique is used when the researcher uses his/her own judgment to select a sample that he/she believes would provide the data that the study plans to achieve. Consequently, the researcher preferred this technique to select EFL teachers because their number was small and including all of them would justify the reliability and validity of the study. The sampled EFL teachers were used for classroom observation and for interview data collection.

On the other hand, students were selected using random sampling technique. According to Kothari (2004), random sampling is a sampling design in which every item of the universe has an equal chance of inclusion in the sample. That is, lottery method was used in which individual units were picked up from the whole group not deliberately, but by some mechanical process. Fraenkel and Wallen (2009) also stated that the key to obtain a random sampling is to ensure that each member of the population has an equal and independent chance of being selected. Thus, this sampling method was implemented in order to select respondent students out of the total population of the target group from each section. During the practical selection of samples, systematic random sampling technique was used. Kothari (2004) further stated that the most practical way of sampling in random sampling technique is to select every n^{th} item on a list. Therefore, in this study, using sampling random sampling techniques students were selected to provide data for the questionnaire.

3.2.3 Sample Size

Sampling means selecting a given number of subjects to represent the population. Any statements made about the sample should also be true of the population (Orodho, 2003). To obtain representative samples from the target population of 188 grade ten students, first, representative sample from the existing population were considered using Cooper and Schindler's (2003) sampling formula as follows. That is:

$$n = \frac{N}{1 + N(e)^2} \quad S$$

Where: n = Sample size, N = Population size e = Level of Precision.

A 95% confidence level and $P = 0.05$ is assumed to equation

$$n = \frac{N}{1 + N(e)^2}$$

Where n = is the sample size

N = is the population size and

e = is the level of precision

That means $n = (188) \div (1 + 188 \times (0.05)^2)$
 $n = 127$

Therefore, the total sample size was 127.

3.2.4 Data Source

Sources of data for this study were grade ten students and five English teachers of Kersa Secondary School. Respondent students participated by answering questionnaires that were administered to collect data concerning the techniques used by EFL teachers to encourage learners to speak in English class. The teachers participated by responding to the interviewee questions which were proposed to achieve the objectives of this study. The target group students were selected for they have better exposure of secondary school EFL lessons. Concerning the participant teachers, they were selected for the reason that their contribution would be crucial for the success of this study.

3.3 Instruments

This section explains the instruments that were used to gather information. Types of tools that were used in this study were questionnaire, classroom observation and semi structured interview. The detail of each instrument has been discussed below.

3.3.1 Questionnaire

In the study, one of the instruments used to collect data was student questionnaire which has both close-ended and open-ended items. Fraenkel and Wallen (2009) note that questionnaire is one of data gathering instrument that can be used when the researcher is interested to collect large amount of information within a short period of time. Denscombe (2007) explains that questionnaire is categorized into closed-ended and open-ended where closed ended types of questions structure are those which allow respondents to select only answers which suite categories that have been established in advance by the researcher. But open-ended questions are those that leave the respondent to decide the wording of the answer, the length of the answer and the kind of matters to be raised in the answer.

Generally, the student questionnaire was organized under four parts. The first part deals with the purposes of the study and with instructions how to complete the questionnaire. Part two which had five questions used to find out the back information of students. Part Three, which had four sub-sections consisted of 36 (thirty six) closed ended questions prepared to have five-point Likert scale items. Items of this section were designed to obtain data for the study to explore the techniques used by EFL teachers to encourage students to speak in English classes. However, Part Three, which had three open ended items, was prepared to obtain ideas and comments from respondents about the EFL speaking lesson and teachers' classroom practices. To this end, items of students' questionnaire were prepared on the bases of literature review and related studies to foster the conclusion of the findings of the study.

Finally, as the responding students were from Afan Oromo speaking society, the questionnaire was first developed in English and then it was translated into Afan Oromo. This was done to make the questionnaire understandable for the respondents. The translation was done by with the help of Afan Oromo teachers who were teaching in the school where this study was carried out. It was done cooperatively with the researcher since the researcher himself is Afan Oromo minor graduate. Due to this, it was assumed the translation would have no problem. Moreover, participant students were oriented in order to avoid confusion when providing data to the questionnaires.

3.3.2 Classroom Observation

In this study, the other data collection instrument employed was classroom observation with the help of checklist mainly to assess the teacher and student practiced during the EFL speaking lesson. Observation as an instrument of data collection is the most commonly used tool especially in studies relating to behavioral sciences (Kothari, 2004). Ohata (2005) also added that the main purpose of classroom observation as a data collection tool is that it can provide access to get first hand information.

The observation checklist was prepared based on review literature and the other instruments of the study to review both teacher and student classroom practices in the way they could be simultaneously crosschecked. Teaches' classroom task observation checklist contained six sections having 44 (forty four) items. On the other hand, students' classroom task check list consists 13 (thirteen) items divided into three sections. When the observation was being carried out, information was gathered from the target group by way of investigator's own direct observation which meant without asking the respondent. Here the observer was not a participant. This was done to avoid strange feelings that might change the natural mood of the classroom interaction on the side of students. To sum up, the researcher conducted classroom observation into the sampled grade ten classes until the desired data were obtained. In such a way, the observation lasted for two weeks where a total of ten classes two times each were observed.

3.3.3 Interview

The third instrument used in the study was teacher interview. Interview is one of the primary data-collecting tools (Denscomb, 2007). The interview used in the study was semi structured because it has advantage over the other interview types. That is, as semi structured interview is flexible, it allows new questions to be brought to interviewee and it gives opportunity to the respondent to answer in a way he or she feels. In the interview, six semi-structured questions were used to collect information regarding teachers' experiences of encouraging learners where they were supposed to speak in English.

Items of the interview were prepared based on literature review and based on the other data collection instruments used in this study. The data collected through this tool was used to

validate the information collected via questionnaires and classroom observation. All five English teachers were involved on the interview. Their selection was made deliberately and they were interviewed individually in their free time in the school.

3.4 Data Collection Procedure

In order to collect data for the study, the researcher, first, presented the letter from the university (ASTU) and obtained the necessary permission for cooperation from the school and English teachers a week prior to the administration of the instruments. Then, the researcher explained the objectives of the study to both groups and asked their willingness to take part in the study and most of them were willing to participate. To gather adequate data, qualitative and quantitative ways of data gathering tools were used. First, questionnaire was distributed to sampled students on condition that students had to return the questionnaires starting from the second day the instrument was distributed.

Within a week, 124 students were able to return the paper though few (three) papers were not returned. Out of 124 (one hundred twenty four) two papers were discarded because they were wrongly responded. Therefore, it was 122 (one hundred twenty two) papers which were used for data analysis. Having completed the questionnaire data collection, classroom observation was held in the following two weeks. Finally, regarding the interview data, the researcher made a brief discussion about the objectives of the study and the consent they were required to give and on how they like their response should be record. As a result, based on their agreement, the researcher used note book to write down the responses from the face-to-face interview held in a place where an individual teacher agreed.

3.5 Data Analysis

Since the data collected were quantitative and qualitative, the analysis of both types of data was carried out independently. During the first stage, the general data analysis passed through five stages: data preparation, internal exploration of the data, analysis of the data, representation and displaying of the data and validation of the data (Descombe, 2007). To be more specific, quantitative data was analyzed through editing, coding, classifying, tabulation and description of the profile procedures. During editing or organizing stage, the raw data was examined to identify

errors or/and omissions and the raw data was arranged followed by the process of the classification.

At the coding process, of course, which was done at proposing stage, the data were assigned under their categories. That means, the students questionnaires were coded which were responded using the Liker Scales that ranged between always to never. These scales were again decided to have the following implication. That means, the frequency for the data or responses for 'always and often were taken together as positive finding whereas the frequency for responses or data for rarely and never were taken as negative findings but the option for undecided was rejected.

In addition, the teachers' and students' checklist were assigned to have yes or no alternatives. Under classification section, data were grouped on the bases of common characteristics and displayed in the table. In the process of tabulation, the organised information was summarised, condensed and arranged in columns and in rows on the bases of their similarity. Finally, the total data were described using frequency and percentage.

The qualitative interview data were also analysed following a series of procedures, such as, data preparation, familiarization, interpreting, verifying and representing. First, the raw data were collected and organized in a compatible format. That means, the data that seemed to have similar information were compiled together. Second, in order to be familiarized with the collected information, each teacher's response was read thoroughly. Next, efforts were made to develop concepts where responses should lie. After the process of familiarity, attempts were made to see how far the interviewees' information was logical and possibly applicable in the context of the existing situation (Descombe, 2007 and Kothri, 2004).

3.6 Validity of the Study

Saunders, et al (2009) define validity as the extent to which a measuring instrument satisfies the purpose for which it was constructed and the extent to which it correlates with some criterion external to the instrument itself. Validity is also the degree to which an instrument succeeds in measuring what it has set out to measure. The validity of the research questionnaire determines whether the research measures what it is supposed to measure. Basic to the validity of a

questionnaire is asking the right questions phrased in the least ambiguous way (Blumberg, et al., 2005).

In this study face validity and content validity test for items developed were made by providing the instruments for the specialists, who have knowledge in the area, such as, to university and college instructors found in Adama Science and Technology University and Arsi University, to the assigned adviser and to the school department head. Hence, some adjustments were made based on comments provided by these specialists using face validity and content validity before administration of the questionnaire to the target respondents.

3.7 Ethical Consideration

For effective data collection, the necessary ethical considerations were taken in the following manner. First, the researcher requested official permission from different responsible bodies of the target school. That is, the researcher contacted the principals, English Language Department head and unit leaders and then clarified the aim of the study and the major activities that would be conducted in the school, such as, the procedures to be carried out with the selected teachers and students for disseminating questionnaires, making classroom observations and interviewing EFL teachers. Second, the purpose of the study was clarified to both the participant EFL teachers and students. At last, every ethical consent issue was clarified to the participants. In relation to this, both participants were told that during the data presentation stage the names of either participant teachers or students would be represented by numbers (codes) to protect their privacy and that the data would only be used for the intended purpose (Abiy Zegeye, et al., 2009: p 103).

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4. Introduction

This chapter presents the details of the gathered data analysis through students' questionnaire, classroom observation and teachers interview which were organized into three sections. The first section presents the data screening including the response rate, the analysis and the results of students' questionnaire data. The second section discussed the data analysis for classroom observation while the third section presents the analysis and results of interview responses.

4.1 Analysis of Student Questionnaire

To gather questionnaires data, two types of question items (close and open ended items) were designed and were administered to sampled grade ten students. Out of the 127 copies of questionnaires which were administered, only 124 copies were returned. Among the returned copies of questionnaires, two of them were discarded because they were wrongly answered. Therefore, it was only 122 questionnaires that were analyzed with a response rate of 96%. Thus, the data from these 122 copies of questionnaires were analyzed and discussed as follows.

4.1.1 Background Information of Students

In their responses to questions that inquire students' background information, in Item 2.2 and 2.3 almost all 100% of participants said 'Yes' to mean, they like to speak in English class and they wanted if their teachers asked them to speak in English. Moreover, in their response to Item 2.5

all students chose 'Yes' to show their agreement if the teachers commented on their verbal attempt (see Appendix 1, Section I).

4.1.2 Items about Encouraging Students to Speak in the Classroom

To assess how the EFL speaking lesson would be presented in class, six questions were asked as given in Table 4.1 below. The data from students responses were presented and analyzed using frequency and the frequency were changed into percentile. The result of the data analysis was discussed in the following table using these statistical tools as given in the next page below.

As it is shown in Table 4.1 below, six questions were asked to review how the speaking lesson was presented. First, using Item 1.1 respondents were asked how frequently teachers were providing speaking lessons. According to the data from the responses, 3 (2.5%) and 38 (31.1%) of the respondents with a total of 41 (33.6 %) indicated that teachers always and often provided speaking lessons while 65 (53.3%) and 13 (10.7%) of them with a total of 78 (64 %) indicated that teachers rarely and never provided speaking lessons respectively. Second using Item 1.2, respondents were asked if teachers explained the aim and purpose of each speaking lesson. Thus, 18 (14.8%) and 19 (15.6%) with a total of 37 (30.4%) answered that teachers explained the aim and purpose of each speaking lesson always and often whereas 67 (54.9%) and 18 (14.8%) with a total of 85 (69.8%) answered that teachers explained the aim and purpose of each speaking lesson rarely and never respectively.

Table 4.1: - Responses on the EFL Speaking Lesson Presentation

No.	Question Items and Responses in Frequency (Fr.) and Percentage (%)							
	1. The English teacher ...		Always	Often	Undecided	Rarely	Never	Total
1.1	provides lesson on the speaking skill,	Fr.	3	38	3	65	13	122
		%	2.5	31.1	2.5	53.3	10.7	100
1.2	explains the aim and purpose of each speaking lesson,	Fr.	18	19	0	67	18	122
		%	14.8	15.6	0	54.9	14.8	100
1.3	introduces different techniques useful for speaking,	Fr.	22	18	1	52	29	122
		%	18.0	14.8	0.8	42.6	23.8	100

1.4	uses different teaching aids for the speaking lesson,	Fr.	10	11	3	32	66	122
		%	8.2	9.0	2.5	26.2	54.1	100
1.5	uses student textbook for the speaking lesson,	Fr.	70	30	0	18	4	122
		%	57.4	24.6	0	14.8	3.3	10
1.6	uses materials other than student text for speaking lesson,	Fr.	18	18	1	32	53	122
		%	14.8	14.8	0.8	26.2	43.4	100

Third, as indicated in the above table using Item 1.3, when asked if teachers were introducing different techniques to help students practice verbal expressions, 22 (18%) and 18 (14.8%) with a total of 40 (32.8%) said that teachers were introducing different techniques to help students practice verbal expressions always and often while 52 (42.6%) and 29 (23.8%) with a total of 81 (66.4%) replied that teachers introduced different techniques to help students practice verbal expressions rarely and never respectively.

Fourth, when students were asked if teachers used different teaching aids for the speaking lesson, 10 (8.2%) and 11 (9.0%) with a total of 21 (17.2%) claimed that teachers used different teaching aids always and often respectively. But 32 (26.2%) and 66 (54.1%) with a total of 98 (80.3%) replied that teachers used different teaching aids for the speaking lesson rarely and never respectively. Fifth, when students were requested if teachers used students' textbook for speaking lesson, 70 (57.4%) and 30 (24.6%) with a total of 100 (81.9%) said teachers always and often used students' textbook for speaking lesson respectively. Finally, using Item 1.6, students were asked if teachers used materials other than students' textbook for speaking lesson. As a result, the majority, that is, 32 (26.2%) and 53 (43.4%) with a total of 73 (69.6%) indicated that teachers rarely and never used materials other than students' textbook for speaking lesson respectively.

4.1.3 Data from Classroom Speaking Activities

In the Table 4.2 below in the next page, attempts are made to present the data analysis from the seven question items used to assess how the classroom speaking activities were carried out. Therefore, the results from the response obtained from the use of the suggested speaking activities to help and encourage students are presented.

As implicated in Table 4.2, using Item 2.1, students were asked if teachers were clarifying instructions for each speaking activity. Thus, 32 (26.2%) of the respondents said teachers were clarifying instructions for each speaking activity always and 24 (19.7%) of them said teachers were clarifying instructions for each speaking activity often. However, 51 (41.8%) and 15 (12.3%) indicated respectively that teachers were clarifying instructions for each speaking activity rarely and never.

To Item 2.2, which was asked to assess if teachers were clarifying instructions for each speaking activity, the majority of the respondents, that is, 34 (27.9%) and 51 (41.8%) with the total of 85 (69.7%) of them replied that teachers were clarifying instructions for each speaking activity always and often respectively. Moreover, classroom observation also showed that most of the teachers give examples before the learners start performing the given activities (see Appendix 2, Item 3). In addition, participant teachers responded during interview that they give examples while presenting the lesson (see Appendix 4, Item 4.2).

Table 4.2: - Items on Speaking Activities

No.	Question Items and Responses in Frequency (Fr.) and Percentage (%)							
	2. The English teacher ...		Always	Often	Undecided	Rarely	Never	Total
2.1	clarifies the instructions for each speaking activity,	Fr.	32	24	0	51	15	122
		%	26.2	19.7	0	41.8	12.3	100
2.2	provides examples on how to answer speaking questions,	Fr.	34	51	2	29	6	122
		%	27.9	41.8	1.6	23.8	4.9	100
2.3	gives students time to get prepared before they speak,	Fr.	39	51	1	24	7	122
		%	32	41.8	0.8	19.7	5.7	100
2.4	uses games, such as, puzzles for speaking activities,	Fr.	10	15	2	36	59	122
		%	8.2	12.3	1.6	29.5	48.4	100
2.5	provides speaking activities that involves individual students,	Fr.	25	41	0	35	18	122
		%	20.5	33.6	0	28.7	14.8	100
2.6	provides speaking activities that involves pair or groups,	Fr.	20	50	0	17	35	122
		%	16.4	41	0	13.9	28.6	100

2.7	prepares debates or dialogues for classroom task.	Fr.	4	9	0	43	66	122
		%	3.3	7.4	0	35.2	54.1	100

Third, in response to Item 2.3 above in the previous page, the largest number of respondents 39 (32%) and 51 (41.8%) indicated that teachers always and often give students time for preparation before speaking activities respectively. In support of this response, observation checklist also confirmed that many teachers give time to learners before they attempt to respond (see Appendix 2, Item 3.4). Next, using Item 2.4, when students were asked if teachers used games and for speaking activities, the majority of the respondents, that is, 36 (29.5%) and 59 (48.4%) of them indicated that teachers used various games during the speaking activities rarely and never respectively.

In Item 2.5 above, when students were asked if teachers gave speaking activities for individual work, the majority of the respondents, that is, 41 (33.6%) and 50 (41%) with the total of 91 (74.6) of them showed that teachers often gave them speaking activities that involve individual work. Then, in response to Item 2.6, 48 (39.3%) and 35 (28.6%) of the respondents by the largest amount of respondents indicated that teachers rarely and never gave speaking activities that involve pair or group work respectively. In this regard, the classroom observation also showed that some teachers were observed dealing with individual learners mainly to provide them the homework and class work questions (see Appendix 2, Item 1.1 and Appendix 3 Item 1.1). Thus, from the results of the two items (Item 2.5 and 2.6), it was possible to infer that most of the teachers were not employing speaking activities that involved individual student, and pairs or groups of students.

Finally, using Item 2.7, when respondents were asked whether teachers prepare debates or dialogues for classroom speaking tasks, the respondents by a large margin, that is, 43 (35.2%) and 66 (54.1%) indicated respectively showed that teachers rarely and never provide dialogues and debates for classroom speaking practice. According to the response to Item 2.7, whether teachers prepare debates or dialogues for classroom tasks showed that they almost never provide dialogues and debates for classroom speaking practice. Furthermore, observation and interview data sources confirmed that dialogue or debates were not implemented in the classroom speaking lessons (see Appendix 2, Item 5; 3, Section 1 and 4, Item1.4).

4.1.4 Data on Teacher Encouragement during Speaking Activities

In the Table 4.3 below the response of the use of suggested speaking activities and oral language teaching encouragements are presented.

Table 4.3: - Items on Encouragement during Speaking Activities

No.	Question Items and Responses in Frequency (Fr.) and Percentage (%)							
	3. The English teacher ...		Always	Often	Undecided	Rarely	Never	Total
3.1	encourages our attempts to speak when we are correct,	Fr.	11	14	2	62	31	122
		%	10.6	11.5	1.6	50.8	25.4	100
3.2	encourages our attempts to speak even when we are not correct,	Fr.	23	32	3	44	20	122
		%	18.9	26.2	2.5	36.1	16.4	100
3.3	encourages students to ask and answer to the teacher's question,	Fr.	33	20	0	55	14	122
		%	27.4	16.4	0	45.1	11.5	100
3.4	encourages students to ask and answer group members question,	Fr.	28	27	0	43	24	122
		%	12.9	22.1	0	35.2	19.7	100
3.5	encourages students not to be afraid when they speak in class,	Fr.	41	35	0	27	19	122
		%	33.6	28.6	0	22.1	15.6	100
3.6	provides the essential phrases students need before they speak	Fr.	21	23	0	61	17	122
		%	16.4	18.9	0	50	13.9	100
3.7	tells the phrases students missed when they speak,	Fr.	30	32	1	49	10	122
		%	24.6	26.2	0.8	40.7	8.9	100
3.8	advises us to follow examples of good speakers from the class,	Fr.	30	37	0	28	27	122
		%	24.6	30.4	0	22.9	22.1	100
3.9	bring recorded native speakers speeches to follow their examples,	Fr.	6	9	0	38	69	122
		%	4.9	7.4	0	31.1	56.6	100
3.10	is not angry even when we make mistakes,	Fr.	42	38	0	20	22	122
		%	34.4	31.1	0	16.4	18	100
3.11	tells students that making mistake is part of learning,	Fr.	20	23	0	42	37	122
		%	14	18.9	0	34.4	30.3	100
3.12	gives value to students participation in speaking activities,	Fr.	14	22	0	52	34	122
		%	11.6	18	0	42.6	27.9	100
3.13	tells us that it takes time to be fluent in speaking,	Fr.	25	21	1	28	50	122
		%	20.5	17.2	0.8	23	41	100
3.14	pays attention to students who speak the best	Fr.	8	26	2	30	56	112

	only,	%	6.6	21.3	1.6	24.6	46	100
3.15	tells us that we can never improve speaking if we go on like this,	Fr	12	19	1	33	57	122
		%	9.8	15.6	0.8	27.1	46.7	100

As presented in Table 4.3 in the previous page Item 3.1, 3.2, 3.3, and 3.4 majority 50.8%, 36.1%, 45.1% and 35.2% of respondents respectively reported that their teachers encouraged their attempts rarely to speak whether they are correct or wrong-encourage them to ask and answer their teachers as well as their group members. In case of Item 3.5, the largest number 33.6% and many 28.6% of participants reported 'always' and 'often' respectively that their teachers encourage them not to be afraid when they speak in class. In support of this response, teachers reported in the interview that they believe learners should be encouraged to speak both in and outside the classroom at any circumstances (see Appendix 3, Item 6.1).

For items 3.6 and 3.7 most of the respondents 50 % and 49% answered it was rarely that their teachers provided them with essential phrases needed for speaking, and remind them of the phrases they missed when they speak. Likewise, teachers have also never been observed when dealing with phrases that can support students to express their ideas (see Appendix 2, Item 3.2).

For Item 3.11, In Table 4.3 above majority 42% of participants answered that teachers were advising the students rarely that making mistake is part of learning.

In response to Items 3.12 and 3.13, most of the participants 42.6% and 41% respectively answered rarely and never concerning the advise which says 'making mistake is part of learning' and for the request concerning giving value to students oral participation in English class. During interview, teachers also did not mention any idea about valuing students' verbal expressions or encouraging students to learn from their mistakes and to take it as it is normal (see Appendix 4, Item 1.6).

Concerning Items 3.14 and 3.15 the largest number of respondents 46% and 46.7% answered 'never'. The response indicated that teachers did not attend only to those students who were best.

4.1.5 Data on Comment and Remark Made During Speaking Activity

Table 4.4: - Items on Comments & Remarks Made during Speaking Activities

No.	Question Items and Responses in Frequency (Fr.) and Percentage (%)							
	4. During the speaking activity, the English teacher uses comments and remarks, like...		Always	Often	Undecided	Rarely	Never	Total
4.1	very bad/ very poor,	Fr.	4	8	0	45	65	122
		%	3.3	6.6	0	36.8	53.3	100
4.2	bad/ poor,	Fr.	2	10	1	16	93	122
		%	1.3	8.2	0.8	13.1	76.2	100
4.3	not correct,	Fr.	3	15	0	63	41	122
		%	2.5	12.3	0	51.6	33.6	100
4.4	not correct, you should say like this....	Fr.	18	39	0	42	23	122
		%	14.8	32	0	34.4	18.9	100
4.5	it is good, you should say like this.....	Fr.	12	34	0	45	34	122
		%	9.8	27.9	0	36.9	27.9	100
4.6	very good/ great,	Fr.	38	54	1	20	9	122
		%	31.1	44.3	0.8	16.4	7.4	100
4.7	excellent,	Fr.	38	45	0	34	5	122
		%	31.1	36.9	0	27.9	4.1	100

As it has been indicated in Table 4.4 above, seven items were used to identify the comments and remarks teachers were using while speaking activities were underway. The data from responses given to these seven question items were analyzed and the results had been presented as follows.

As indicated in table 4.4 for Items 4.3, 4.4 and 4.5, the majority number 63 (51.6%), 42 (34.4%) and 45 (36.9%) of the respondents replied 'rarely'. This indicated most of their teachers were not using comments such as 'not correct; not correct but you should say like this; and it is good but you should say like this.

However, for Items 4.6 and 4.7, most of the participants 54 (44.3%) and 45(36.9%) answered 'often' to mean that teachers were using comments like ' very good/ great and excellent' respectively. The classroom observation data source also revealed that many of the participant teachers were using these remarks (see Appendix 2, Items 5.8 - 5.10).

4.1.6 Data from Students Response for the Open-Ended Items

Under this section, the information gathered from the respondent using three open ended questions were discussed. The purpose of this section was to incorporate some important issues that might have not been addressed by closed ended items. Therefore, the discussion and analysis of the open ended questionnaires were presented as follows.

In respond to the first item, which inquired what additional techniques in speaking class did students needed other than the stated activities in the closed ended questionnaires, many students reported that teachers should:

- not be too fast when teaching speaking ,
- handle learners with respect
- help learners to practiced how to pronounce certain content words beforehand,
- should ask or invite learners after confirming the readiness of the students,
- give them different topics for different groups and allow them present in the class room and
- encourage them to answer and ask different question in the classroom or outside the classroom in English .

The second request was about the most encouragement techniques which might motivate them learners. In respect to this question many learners responded that they would be more motivated if their EFL teachers encourage them even when they responded wrongly, write main phrases on board, bring them recorded videos or films, and create situations in which they could practice speaking in groups or in pairs.

For the last request which was about the most encouraging comments or remarks given by their teachers, almost all 96 of them implicated that the remark like 'It is good, but you should say like

this...' and the comment 'Goo/Excellent' Keep it up, etc., encouraged them to continue their active verbal participations (see Appendix

4.2 Data from Classroom Observation

The second instrument used to collect quantitative data for the study was classroom observation where the classroom practices of teachers and students were collected using observation check lists. Therefore, in the following two sub-sections, the results of the data analysis for the practices teachers and students performed during the speaking lesson are presented turn by turn.

4.2.1 Data on Teachers' Classroom Practices

The checklist prepared to observe the classroom practices of teachers and students during the speaking lessons (see Appendix 2). The teachers' check list had six sections consisting of various question items and the students' checklist had three sections (see Appendix 3). Thus, the data from each section of the checklist has been analyzed and the results are given here under different tables.

Table 4.5: - Items on the Speaking Lesson Presentation

No.	Items on Presence or Absence of Practice in Frequency (Fr.) & Percentage (%)						
	During the lesson, the English teacher...	Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
1.1	introduces the new speaking lesson,	10	100	0	0	10	100
1.2	explains clearly the aims / purposes,	2	20	8	80	10	100
1.3	provides examples for use during speaking,	9	90	1	10	10	100
1.4	relates new words to students prior knowledge,	3	30	7	70	10	100
1.5	explains strategy use.	3	30	7	70	10	100

According to Table 4.5 Items 1.1 and 1.3 above, almost all 100% and 90% of the teachers were observed introducing the new speaking lessons and providing examples respectively. In case of items 1.2, 1.4, and 1.5, 80%, 70% and 70% participants were not observed while explaining the purpose; relate new words to students prior knowledge and explain how to use these new vocabulary items.

Table 4.6: - Items on Materials Used for Speaking Lesson

No.	Items on Presence or Absence of Practice in Frequency (Fr.) & Percentage (%)						
	2. For the lesson, the teacher used materials like...	Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
2.1	students textbook,	10	100	0	0	10	100
2.2	other texts,	0	0	10	100	10	100
2.3	recorded native speakers and	0	0	10	100	10	100
2.4	Films.	0	0	10	100	10	100

Concerning the use of teaching materials stated in Table 4.6 Items 2.1, 2.2, 2.3, 2.4, it was seen that almost all 100% of teachers and students were using students' text book as a main source of speaking lesson tasks and it was only two teachers (20%) who were noticed when using plasma lessons. However, regarding the use of teaching materials such as other texts, films and recorded native speakers had never been observed being used by either teachers or students for the classroom speaking activities. In addition, neither the students observation check list showed the use of other teaching materials. (see Appendix 3, Item 3).

Regarding Items 3.1 and 3.2 under Table 4.7 in the next page, the observation checklist data showed 60% and 80% of teachers were observed applying individual and group works respectively, Similarly, 80% of the students were also observed participating in those activities though most of the activities were dominated by few students who seem to speak better English.

Table 4.7: - Items on Activity Type for Speaking Lesson

No.	Items on Presence or Absence of Practice in Frequency (Fr.) & Percentage (%)						
	3. Activity types used for the speaking lesson,	Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
3.1	individual work,	6	60	4	40	10	100
3.2	group work	8	80	2	20	10	100
3.3	reading,	3	30	7	70	10	100
3.4	debate,	0	0	10	100	10	100
3.5	presentation,	0	0	10	100	10	100
3.6	role play.	0	0	10	100	10	100

Table 4.8: - Items on Students Participation in Speaking Lesson

No.	Items on Presence or Absence of Practice in Frequency (Fr.) & Percentage (%)						
	During the lesson, the English teacher invited students to participate...	Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
4.1	only once in a period	5	50	5	50	10	100
4.2	twice /more in a period	6	60	4	40	10	100

According to Table 4.8 above and 4.9 in the next page, the information from Items 4.1 and 4.2, showed that almost half of the teachers (50% and 60%) respectively were inviting learners to speak more than once. Regarding points mentioned under Table 4.9 Items 5.1 - 5.10, 70% to 100% of teachers were observed using remarks such as 'Good; Very good; Excellent; Okay; Yeah; mmm...; E..hi and Right' frequently. However, the rest suggested remarks like 'Well done; Great; It is not correct but you should say like this and It is good but you should say like this...' were not seen used by more than 30% of the target group teachers.

Table 4.9: - Items on Encouraging Students during Speaking Lesson

No.	Items on Presence or Absence of Practice in Frequency (Fr.) & Percentage (%)						
	5. Expressions used to encourage students	Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
5.1	Well done	1	10	9	90	10	100
5.2	Very bad	0	0	10	100	10	100
5.3	Poor	0	0	10	100	10	100
5.4	Not correct	3	30	7	70	10	100
5.5	Not correct but you should say like this ...	2	20	8	80	10	100
5.6	It is good, but you should say like this ...	1	10	9	90	10	100
5.7	Great,	2	20	8	80	10	100
5.8	Very good,	8	80	2	20	10	100
5.9	Excellent,	7	70	3	30	10	100
5.10	Any other like E..hi..., Ok..., Yeah...	10	100	0	0	10	100

As it could be indicated under Table 4.10 in the next page, Items 6.1, 6.9., 6.11, 6.12, 6.13 and 6.14, none 0% of teachers was observed when applying the stated techniques. This implied teacher were not telling students weather their speaking attempts have value or not; advised students to use examples of good English speakers; and bring them recorded native speakers so that they can learn from it.

On the other hand, for Items 6.5, 6.8 and 6.17 above about half of the teachers (50%-60%) were observed when encouraging students to ask questions and give time to learners to get prepared before they speak . However, as it was reported under Item 6.2 and 6.4, only (40%) of them who were encouraging students' speaking attempts and telling missing phrases. Besides, according to items 6.3, 6.6 and 6.7, not more than 20% of teachers who were observed trying to provide essential phrases for the current classroom tasks, encouraging learners to ask and respond to their group members and telling students that making mistakes are part of their learning respectively.

For item 6.15 the data source implicated most of the teachers 70% were paying attention to students who speak the best and as to item 6.17 only 50% of them were trying to give time to students to get prepared before they give response. On the other hand, data for item 6.16 implied that it was not more than 30 % teachers who were attempting to simplify the activity.

Table 4.10: - Items on Motivating Students during Speaking Lesson

No.	Items on Presence or Absence of Practice in Frequency (Fr.) & Percentage (%)						
	6. On motivating students to speak teachers ...	Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
6.1	encourages only correct attempts,	0	0	10	100	10	100
6.2	encourages even in correct attempts,	4	40	6	60	10	100
6.3	provides students the essential phrases before speaking,	1	10	9	90	10	100
6.4	tells the phrases students missed,	4	40	6	60	10	100
6.5	encourages students to ask the teacher,	5	50	5	50	10	100
6.6	encourages students to ask group members,	2	20	8	80	10	100
6.7	tells students that making mistake is part of learning,	2	20	8	80	10	100
6.8	encourages students not to be afraid when they speak in class,	6	60	4	40	10	100
6.9	values students participation in speaking activities,	0	0	10	100	10	100
6.10	is not angry even when mistakes are made	8	80	2	20	10	100
6.11	advises to use good examples of speakers from class,	0	0	10	100	10	100
6.12	brings recorded native speeches,	0	0	10	100	10	100
6.13	tells that it takes time to be fluent in speaking,	0	0	10	100	10	100
6.14	tells that they can never improve speaking,	0	0	10	100	10	100
6.15	pays attention to students who speak the best only,	7	70	3	30	10	100
6.16	simplifies the activities,	3	30	7	70	10	100
6.17	gives students time before the activity.	5	50	5	50	10	100

4. 3 Data from Teachers Interview

In this section, the information gathered from the interview is discussed. In this interview, five EFL teachers were used to obtain qualitative data concerning the techniques used to encourage students participate to speak in English class.

Regarding the first question which inquired about the importance of students' participation in speaking practices to their academic successes, all the interviewees indicated that it helped them to succeed in their academic life. For example, T1, said, *"Some students who are verbally good have been good communicant. They are able to express their feelings better than those of the majority of students who are not"*. T3, also said, *"There are few students who usually are happy where the medium of instruction is only English"*. T4, said, *"Students who usually attend class or the lesson are able to speak well in English and they are mainly scoring better in exams also."*

According to interviewees, these students would be better motivated to study more because they are likely to internalize the lesson better than those who are less expressive. Moreover, the teachers added that in the era of globalization, verbally good expressive learners will be beneficiary for the reason that most of international interaction needs oral communication in English language at large.

Coming to the second item asked, which was on learners' interest towards practicing in English speaking tasks, all 5 (100%) of the participants replied that students have poor interest. According to them, the reasons could be their poor background, shyness, fear of speaking in front of their peers and teachers, lack of enough practice or exposure of speaking activities, etc.

Regarding the third question which was used to assess their students' level of English proficiency in constructing words, phrases, sentences, etc., almost all of respondents said that most of their students have very poor proficiency. They of course could not deny that there are few outstanding students. For instance, one teacher (T4) gave his opinion like this. He said, *"Since the most students in classes I am teaching are poor in English, they feel shy when you ask them to speak or to give answer to questions in English. This kind of experience is common among most students of the school. I think this is because the proficiency levels of most students are at word level"*.

Teachers were also asked about the types of speaking activities which they used to give to students. On this regard, they responded that only pair and group works were the most common. In further request about the other speaking activities, most of them complained that shortage of time and unsuitability of speaking tasks presented in the textbooks. In addition to this, two

teachers also informed that students themselves feel bored and even they sometimes complain that teachers focusing on speaking activities were not teaching well.

The fifth question was about the technique used by teachers to help or encourage learners at different session of the classroom lessons. Concerning this issue, they stated that at the level of presentation they usually introduce the topic, give clarification, add examples and provide instructions. At this stage, they organize, guide, monitor, give time and finally invite students to present their responses. While students are doing speaking activities, for example, one respondent stated he usually avoid interference until they finish what they want to say and the teacher gives feedback only during the summary phase to show them the right expressions'. In contrast to this, another respondent said, 'I intervene if the students are responding wrongly'. The rest teachers reported that they encourage students to express their feelings using verbal rewards like good, very nice, etc. whether they are right or wrong and it is at the final that they summarize the lesson. These teachers added that they do this to help students practice long speech.

In response to the last (sixth) question that requested interviewees' about what must/should the students, the teachers and the school or parents do to help students improve their speaking skills they stated the following advices.

First, for the question, what students should do to improve their speaking skills, the respondents suggested that students should:

- try to avoid frustration,
- attend extra language classes,
- dare to practice speaking in English,
- read books prepared to teach spoken English,
- be volunteer to take part in speaking activities and
- develop a habit of asking and answering to their teachers and peers in English.

Second, the teachers further stated that it would be good if EFL teachers could regularly appreciate any speaking attempt of learners so that others can learn and follow examples of them. Particularly, one of the respondents suggested 'teachers must first get prepared very well for

each speaking lesson because speaking lessons usually need a carefully organized lesson plan'. The rest respondents also added that EFL teachers should try to communicate in English with their students in any circumstances. They should also encourage students to read newspapers, journals and books written in English in addition to listening English television and radio broadcasts such as, Aljazeera, BBC, CNN, Sky News VOA and any local English broadcasts.

Finally, concerning participants' suggestion on what the school or parents should do to help learners improve their speaking skills they suggested that the school should make English newspapers, journals and books available in the school library, and make the school mini media functional. One of the respondent differently recommended that the school administration and English language department should encourage EFL teachers to establish language club and facilitate intra-school and inter-grades competition programs that incorporate English language activities. This teacher further added that school should motivate teachers with incentives so that they can help learners in extra classes. Another teacher suggested that school mini media has to be fully equipped and be functional so that it can assist language club activities.

Interviewees also added that the school should also make an effort to address parents so that they can follow up the progress of their children. Furthermore, parents should be advised to support their children with materials, to send them to extra classes. If the children are from educated family, parents should practice their children to communicate in English.

4.4 Discussion of Major Findings

First, the results obtained from the current exploration indicates that the response from the majority students lies between rarely and never concerning how the teaching and learning process of speaking lessons had been carried out. In addition to the learners response, the classroom observation data revealed 70% to 100% teachers were not observed performing essential activities such as explaining the aims of the particular lessons, relating new words to students prior knowledge, explaining strategy use, simplifying the task, etc,. Thus, this implied that the teaching learning process was not as interesting as desired.

Second, in case of particular techniques that were intended to be implemented by the teachers, the response of the students and information from the classroom observation data revealed that it

was negative. As the students responded to the questions at the background sections, the teachers were almost stick to only individual and group works though students indicated that they would be interested if the teachers apply different verbal teaching activities (see Appendix 1, part III).

Third, regarding the question that concerns the effectiveness of the commonly practiced oral language teaching techniques (individual and group works) the finding was indefensible. The classroom observation revealed that most of the group works were dominated by few students and in case of individual activities it was occupied by the same few learners.

Finlay, for the case of implementation of use variety of effective encouragement techniques such as role-play, debates, the use of flash cards...,etc., the data from the interview showed that teachers' complainant reasons were shortage of time for a lesson, poor proficiency level of learners and less manageability of the text book were among the main causes.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5. Introduction

This chapter attempted to wrap up the whole activities carried out during the study. In doing so, first, it presents a brief summary of the research endeavors. Next, in the conclusion section, summary of the major findings of the study are given. Finally based on the findings of the study recommendations are given to be implemented by respected bodies.

5.1 Summary

As it had been revealed in various parts of this thesis, the aim of the study was to explore teachers' encouragement techniques to help students speak in EFL classrooms at Kersa Secondary School, which is situated in Munessa District, Arsi Zone, Oromia Region. In order to accomplish the objectives of the study and to provide answer to the research questions, various activities that have been carried out during study.

To start with, in chapter one, the background of the study and statement of the problem were discussed. Based on the problems discussed, objectives and research questions of the study were designed and possible significances of the study were discussed. To make the study manageable, the scope and the area the study was intended to cover were delimited. As it has been stated in Chapter One, the research questions formulated were to assess how the teaching and learning of the EFL speaking lessons were carried out, to explore what techniques were used to encourage students to speak in English classes and to identify problems affecting the use of effective techniques to encourage students' to speak in English classes. Moreover, a thorough review was also made to include related literature and related studies under the second chapter of the study.

Based on the research questions and related review of literature, that is, under the third chapter, the research design, sampling techniques and procedures, data collection instruments and the method appropriate for data collection including the method or procedure for data analysis were designed. Moreover, issues related to validity and reliability including ethical consideration was briefly discussed. To this end, the sources of data were 122 Grade 10 students and five EFL teachers. The research instruments used to collect data were student questionnaire, classroom observation with the help of checklist and teacher semi-structured interview guide. In the fourth chapter, the data collected had been analyzed, presented and discussions were given for each instrument data analysis section by section.

Under section coming next, attempts are made to provide answer to the main research questions designed and discussed earlier. To this end, attempts were made to provide answer to the first, the second and the third research questions using data from students' questionnaire and classroom observation checklist. But attempt was made to answer the fourth research question

using teachers' interview guide. Finally, the data obtained using the three research instruments were analyzed using descriptive statistics method.

5.2 Conclusions

In this section, attempts are made to provide conclusions to findings that have been presented, discussed and analyzed in this study. Therefore, the major findings of the study are given according to the major research questions designed and discussed earlier in the first chapter.

To begin with, the first research question asked was: ***Q1 “How had the teaching and learning of EFL speaking lessons been carried out?”*** The findings of the study revealed that the process of teaching and learning was not satisfactory. That is, the activities, such as, explaining the aim or the purpose of the lessons, the use of variety of teaching techniques and teaching materials other than student's text book were not effectively implemented. Dornyei (1990) and Byrne (1991) suggested that teachers must understand the vital role they play in motivating students. In addition, teachers were not properly encouraging students considering variety of motivational mechanisms, such as, giving value for oral participation, encouraging students to ask and answer questions in English and simplifying procedures to do tasks, among other.

Next, the second research question raised was: ***Q2 “What techniques were used to encourage students to speak in English speaking classes?”*** The finding showed that some of the teachers were, of course, using group works and individual tasks. However, in the wider context, the result implied that the practices teachers used were not sufficient and successful. That means, in order to realize classroom speaking activities, teachers to some extent have to know and have use variety of motivational techniques and/or speaking activities, such as, the use of flash cards, graphs, role plays, debates, videos and interviews (Zaslavsky and Stern, 1990; Brown, 2000 and Richards and Renandya, 2002).

The third research question asked was: ***Q3 “How effective were the techniques used to encourage students' in promoting students' English speaking skill?”*** The finding indicated that teachers were using individual and group work as main teaching activity of speaking, which means that teachers seemed to ignore other important activities like reading, debate, role play and presentation. Furthermore, majority of teachers were not properly encouraging students

considering the use of different motivational mechanisms, such as, giving value for oral participation, encouraging students to ask and answer questions in English and simplifying procedures to do tasks.

The last question employed was: ***Q4 “What problems prevented the uses of effective techniques to encourage students speak in English classes?”*** In line with this research question, the finding of the study based on teachers responses and complaints that, the main reasons that prevented teachers from fully implementing the intended activities were: shortage of classroom time, less suitability of the speaking lesson included in the course syllabus, , students poor language proficiency and the width of the text book. In contrast, these teachers were not seen still playing some of their roles, such as, reducing difficulty of the tasks, and even attempting different activities whether the time was available or not. However, according to Armstrong (1992), the main facilitators of classroom language teaching, learning and skills development are teachers.

5.3 Recommendations

It is stated in the review of related literature section that many research findings indicated the different techniques of encouragement or motivation should be applied in EFL classroom. Hence, based on literature review and based on the findings discussed in the conclusion section of this study, the following recommendations have been suggested.

It would be of a paramount importance for the teachers to know exactly the kinds of speaking techniques they can develop or designed to help students practice English speaking skills. Therefore, teachers

- should create a favourable learning condition and opportunities for students’ practice English speaking skills.
- should also try to let students practice English speaking through dialogues, role play, picture description, debating, peers interview, and listening to the records on the radio or video and present the report back to the class.
- use plasma lesson recordings where it is available especially in the target school for the fact that plasma lessons can fill the gap of native language speakers exposure to learners.

- must plan and design speaking lesson in the way that can motivate students speaking lessons.
- in general have to play their role in facilitating, guiding, motivating, and supervising the students' English speaking learning (Byrne, 1991:13).

Teachers should also use learners-cantered approach in order to let students do the talking when practicing English speaking skills. Hence, teachers:

- should provide some pronunciation lessons which are very essential phrases useful for that particular lessons to help them building English fluency. The role that teachers should adopt should be dynamic, not static.
- should be ethical, they should not treat learners negatively who does not speak in English correctly or whose English pronunciation or accent is poor.
- should always design good speaking activities that could promote students' interest to participate and practice English speaking skills. The correction that teachers give should be helpful and gentle getting.
- use newspapers, magazines, and other supplementary materials to facilitate students' learning in English speaking skills.
- exercise their academic authority to adapt the existing materials so that it can suit the language level of their learners for the purpose of developing students' English speaking skills MoE (2002). Above all, it is generally recommendable that teachers have to be researchers so that they can update and equipped themselves.

Students should also be advised to play their role in learning English speaking skills.

- They have to participate actively in the classroom speaking exercises such as asking and answering questions, asking for clarity, group and pair discussions, reporting what they discussed or listened, asking for information, giving information and advice, giving opinion, telling stories, playing language games and solving problems.
- In addition, they should communicate with people outside their classrooms in English.

Generally, they have to use the language in the place where there are speakers this language for the means of communication through taking risks and getting themselves exposed to the access of using English.

On the other hand, the School should also:

- strive to make available variety of language reference books and make the library suitable.
- facilitate establishment of language clubs for the purpose students can get extra language exercising.
- gently enforce language teachers to use any available resources found in the school. Resources play a great role in developing students' English speaking skills. On this regard, teachers have to choose and use appropriate teaching materials or aids that promote students' English speaking skills. Teaching aids such as, pictures, models, charts, tables, diagrams, and maps should be used to their most effective to let students learn English speaking skills.

In addition to the effort that made by teachers and the school. parents should also be recommended to play their role for the entire educational progress of their children. Thus, they should:

- provide all round support, i.e., parents should follow up the progress of their children, provide them with necessary materials and send them to extra language classes as much as possible.

As well, this research likes to recommend curriculum designers to:

- frequently revise the text book in general and the speaking lessons in particular based on the provided studies because it is believed that many teachers mainly use student text book as a major teaching material.

Finally, for any educators who is interested in related study topic, this paper wants to indicate studies to be made on the area of other subject teachers role on enhancing EFL

learners speaking proficiency. Because, in the current curriculum of the this country (Ethiopia), in high schools and higher institutions subjects are designed to be taught in English language. Hence, it is expected that these teachers can contribute a lot on this issue.

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APPENDICES

Appendix 1

STUDENT QUESTIONNAIRE

Part I: - Aims and Instructions of the Questionnaire

Dear students, this questionnaire are designed for the purpose of educational research for post graduate study at Adama Science and Technology University (ASTU), School of Social Science and Humanities, Department of English. Its main aim is to explore the techniques used by EFL teachers to encourage students to speak in English classes at Kersa Secondary School. Therefore, your genuine responses to the entire questions are extremely valuable for the study.

The questionnaire has **4 (four)** pages, which are composed of instructions and different questions under **4 (four)** parts. **Part One** deals with the purposes of the study, **Part Two** holds five requests in order to get respondents background information and instructions on how to complete the questionnaire. **Part Three**, which has **4 (four)** sub-sections, was designed to obtain data for

the study about techniques used by EFL teachers to encourage students to speak in English classes, in general. Finally, **Part Four**, which has three open-ended questions, was prepared to obtain students comments and ideas on the EFL speaking lesson and on teachers' classroom practices.

So, you are politely requested to read all questions carefully and to respond honestly to provide the required information. You can provide your answer by making an “X” or “√” mark in the boxes given in front of the choices. Finally, the producer of the questionnaire likes to disclose that she/he is greatly indebted to all people, who will take part in providing information to the study by filling out the questionnaire. Moreover, the help received will be greatly acknowledged in the paper.

Thank You!

Part II: - Questions on Respondents Background Information

Direction: - The following items are prepared to get information about respondents. So, please provide your answer by making an “X” or “√” mark in one the pharynxes in front of the choices.

2.1 Gender: -

A. Male [] B. Female []

2.2 Do you like to speak in English in class?

A. Yes [] B. No []

2.3 Do you want the English teacher to ask you speak in English?

A. Yes [] B. No []

2.4 Does your English teacher makes oral comments on your answers?

A. Always [] B. Often [] C. Undecided [] D. Rarely [] E. Never []

2.5 Do you like the comments your English teacher makes on your answer?

Part III: - Items on Speaking Lesson & Encouragement Techniques Used

Direction: - The following questions are about the speaking lesson you are taught in English class. So, please indicate your answer by making an “X” or a “√” mark only in one of the boxes given in front of the choices.

2.1 Items on Speaking Lesson

R.N	1. The English teacher ...	Always	Often	Undecided	Rarely	Never
1.1	Provides lesson on the speaking skill,					
1.2	Explains the aim and purpose of each speaking lesson,					
1.3	Introduces different techniques useful for speaking,					
1.4	Uses different teaching aids for the speaking lesson,					
1.5	Uses student text for the speaking lesson,					
1.6	Uses materials other than the student text for speaking lesson,					

2.2 Items on Speaking Activities

R.N	2. The English teacher	Always	Often	Undecided	Rarely	Never
2.1	Clarifies the instructions for each speaking activity,					
2.2	Provides examples on how to answer speaking questions,					
2.3	Gives students time to get prepared before they speak					
2.4	Uses games, such as, puzzles for speaking activities,					
2.5	Provides speaking activities that involves individual students					
2.6	Provides speaking activities that involves pair or groups,					
2.7	Prepares debates or dialogues for classroom task,					

2.3 Items on Encouragement during Speaking Activities

R.N	3. The English teacher	Always	Often	Undecided	Rarely	Never
3.1	Encourages our attempts to speak when we are correct,					
3.2	Encourages our attempts to speak even when we are not correct,					

3.3	Provides the essential phrases students need before they speak,					
3.4	Tells the phrases students missed when they speak,					
3.5	Encourages students to ask the teacher questions,					
3.6	Encourages students to ask their group members to questions,					
3.7	Tells students that making mistake part of learning,					
3.8	Encourages students not to be afraid when they speak in class,					
3.9	Values students participation in speaking activities,					
3.10	Is not angry even when we make mistakes,					
3.11	Advises us to use examples of good speakers from the class,					
3.12	Brings recorded native speakers speeches to follow their examples,					
3.13	Tells us that it takes time to be fluent in speaking,					
3.14	Tells us that we can never improve speaking if we go on like this,					
3.15	Pays attention to students who speak the best only,					

2.4 Items on Teacher's Comments and Remarks

R.N		Always	Often	Undecide	Rarely	Never
4.1	Very bad/poor,					
4.2	Not correct,					
4.3	Not correct but you should say like this					
4.4	It is good, but you should say like this					
4.5	Great,					
4.6	Very good,					
4.7	Excellent,					

Part III: - Open- Ended Questions for Students' Comments

Instruction- Dear student, give your genuine opinion to the following questions

1. What additional speaking teaching techniques can you suggest other than your teacher uses?

2. From the encouragement techniques your teacher uses, which of them motivates you

more?-----

3. Which of the stated comments encourages you more to carry on practicing speaking in English?

THE END
THANK YOU

Appendix 2

CLASSROOM OBSERVATION CHECKLIST

Teachers' Classroom Practice Checklist

School:- _____ Academic Year: - _____

Semester: - _____ Grade Level: - _____ Section: - _____ Shift: - _____

Chapter: - _____ Topic: - _____ Page: - _____

Period: - _____ Duration: - _____ minutes, Date of Observation: - _____

Class Teacher (Code):- _____ Observer: - _____

R.N	Detail of Classroom Observation Items	Presence		Rm.
		Yes	No	
1.	During the lesson, the teacher...			
	1.1 Introduces the new speaking lesson,			
	1.2 Explains clearly the aims / purposes,			
	1.3 Provides examples for use during speaking,			
	1.4 Relates new words to students prior knowledge,			
	1.5 Explains strategy use,			
2.	For the lesson, the teacher used materials like....			
	2.1 Students textbook			
	2.2 Other texts			
	2.3 Recorded native speakers			
	2.4 Films			
3.	On Speaking Activity Type....			
	3.1 Individual work			
	3.2 Group work			
	3.3 Reading			
	3.4 Debate			
	3.5 Presentation			
	3.6 Role play			
4.	On amount of speaking activity....			

	4.1	Once only			
	4.2	More than once			
	Expressions used to encourage student				
5.	5.1	Well done			
	5.2	Very bad/poor,			
	5.3	Bad or poor,			
	5.4	Not correct,			
	5.5	Not correct but you should say like this			
	5.6	It is good, but you should say like this			
	5.7	Great,			
	5.8	Very good,			
	5.9	Excellent,			
	5.10	Any other,			
6.	On motivating students to speak				
	6.1	Encourages only correct attempts,			
	6.2	Encourages even in correct attempts,			
	6.3	Provides students the essential phrases before speaking,			
	6.4	Tells the phrases students missed,			
	6.5	Encourages students to ask the teacher,			
	6.6	Encourages students to ask group members,			
	6.7	Tells students that making mistake part of learning,			
	6.8	Encourages students not to be afraid when they speak in class,			
	6.9	Values students participation in speaking activities,			
	6.10	Is not angry even when mistakes are made,			
	6.11	Advises to use good examples of speakers from class,			
	6.12	Brings recorded native speeches,			
	6.13	Tells that it takes time to be fluent in speaking,			
	6.14	Tells that they can never improve speaking,			
	6.15	Pays attention to students who speak the best only,			
	6.16	Simplifies the activities			
	6.17	Gives students time before the activity			

Appendix 3

CLASSROOM OBSERVATION CHECKLIST

Student Classroom Task Checklist

School: _____ Academic Year: _____

Semester _____ Grade Level: _____ Section _____ Shift: _____

Chapter: _____ Topic: _____ Page: _____ Period: _____

Duration: _____ minutes, Date of Observation: _____ Class _____

Teacher _____ (Code): _____ Observer: _____

No	Detail of Classroom Observation Items		Presence		Total	Rmk
			Yes	No		
1.	The students are engaged in speaking activities, such as ...					
	1.1	Individual work,	Fr.			
			%			
	1.2	Group work,	Fr.			
			%			
	1.3	Reading,	Fr.			
			%			
	1.4	Presentation,	Fr.			
			%			
	1.5	Role play,	Fr.			
%						
1.6	Others	Fr.				
		%				
2.	On amount of speaking activity students are involved....					
	2.1	Once only	Fr.			
			%			
	2.2	More than once	Fr.			
			%			
	Students' participation is dominated by....					
	2.3	Same individuals	Fr.			
			%			
2.4	Different participants	Fr.				
		%				
3.	Students are engaged in speaking activity from					
	3.1	Student textbook	Fr.			
			%			
	3.2	Other textbooks,	Fr.			
			%			
	3.3	Other materials (film, drama, etc	Fr.			
%						

Appendix 4

INTERVIEW CONSENT FORM

Teacher Interview Agreement Form

Dear interviewee, this form is prepared to get your informed consent thereby to take part and provide data to the interview prepared for educational study for post graduate program at ASTU, School of Social Sciences and Humanities, Department of English. The aim of this face-to-face interview is to obtain data explore the techniques used by EFL teachers to encourage students to speak in English classes at Kersa Secondary School.

Therefore, your genuine responses to the entire interview are extremely valuable. So, when you are taking part in this interview session, you will be asked questions about techniques used by EFL teachers to encourage students to speak in English classes.

The information you provide will be kept confidential and you won't be identified. You are also free to withdraw from the interview any time without any penalty. If you have any enquiry about the study and the procedures of providing data (answering questions), you are at liberty to ask the researcher at any time. You can also contact ASTU for any information on the study.

I understand that the data collected will be used to examine techniques used by EFL teachers to encourage students to speak in English classes. So, I consent that the data is going to be used in this manner only and I also saw the researcher sign to use the data for the purpose indicated.

If you wish to take part in this study please put your name and sign below.

Name_____, ***Sign***_____, ***Date***_____.

I, the researcher, consent to use the interview data as described above.

Name_____, ***Sign***_____, ***Date***_____.

Appendix 5

TEACHER INTERVIEW GUIDE

Dear teacher, welcome to this face-to-face interview session!

1. Tell me the importance of students' participation in speaking practices to academic successes?

2. Tell me also about your students' interest towards practicing in English speaking tasks?

3. What is students' level of English proficiency in constructing word, phrases, sentences, etc?

4. Now, tell me about the types of speaking classroom activities you will give students?

5. Tell me about the techniques you will use to help or support and encourage students...

5.1 When you are presenting the lesson?

5.2 When you provide speaking activities?

5.3 While students are doing speaking activities?

6. In your view what must/should:

6.1 Teachers do to help students improve the speaking skill?

6.2 Students do to improve their speaking skill?

6.3 The school or parents do to help students improve the speaking skill?

I have finished my questions. Let me give you chance if you have any comments or questions about the interview_____ ?

Thank you!

Appendix 6

STUDENTS' QUESTIONNAIRE IN AFAN OROMO

Ynversitii Saayinsii Fi Teknology Adaamaa

Mummee Afaan Ingiliffaa

Bar-Gaafii Barattootaaf Qophaa'e

Dabalee I Kaayyoo Bar- gaafichaa: Kaayoon bar-gaafii kanaa innii guddaan qoa'annoo guttannaa digrii 2^{ffaa} (MA) tiif Mana Barnootaa Kersaa Sadarkaa 2^{ffaa} Kessattii,

"Barattoonii daree kessatti ingiliffaan dubbachuu akka shaakalan kakaasuuf barsiistoonni Ingiliiffaa maloota fayyadaman sakatta'uu"ta'e Kutaa 10^{ffaa} irrattii kan xiiyyeeffatee dha.

Kanaafuu, bu'aaqabeessuummaa fi galma ga'iinsaa qoranichaaf deebiin isiin obsaaf hubanaadhaan bar-gaafichaaf keennittan baa'ee barbaachisaadha. Haaluma kanaan deebii sirrii ta'e deebisuudhaan gargaarsa akka naaf gootan kabajaan gaafachaa gargaarsa isin naaf gootan hundumaaf duraan dursee isi galateeffadha.

Hubbachiisa:

- Waraqaa bar-gaafii kana irratti maqaa keessaniis ta'e kan barsiisaa keessan barreessuun hin barbaachisuu.
- Deebii isiin keenniitan kayyoo isaatiin ala dhimma biraatiif tasuma hinoluu. Kanaafuu deebii dhugaa ta'ee akka keenniitan dursee isiin jajjabeessuu barbaada.
- Gaafilee filannoo qabaniif deebii sirrii ta'e filannoowwan isiniif dhiyaatan jalatti mallattoo kanaa " √ " kaauu dhaan bakka iddoo duwwaan isiniif dhiyaateetti ammoo **barreessuudhaan** deebii keessan kennitu

Dabalee II- Gaafilee durdubbee deebii kennaa (background information of respondents)

Kallatti: gaafileen armaan gadii kan qophaa'an **odeeffannoo deebii kkeennaa** argachuuf waan ta'eef

saanduqa ykn bakka duwwaa deebii keessan afoo mallattoo "X" ykn fayyadamuun deebisi.

2.1 Saala:- Diira [] Durba:- []

2.2 Yeroo ingiliiffa barattuu ingiliffaan haasa'uu jaalattaa?

A. Eyyeen [] B. Mitii []

2.3 Barsiisaan Ingiliiffaa daree keessatti akka haassoofu osoo si gaafate nijaalatta?

A. Eyyeen [] B. Mitii []

2.4 barsiisaan Ingiliffaan deebii ati keennintu irratti yaada afaanii kan keennu _____.

A yaroo maraa [] B. yeroo baayyee [] C. Murteessuuf ni rakkisa []

D. darbee darbee [] E. Goonkuma []

2.5 Brsiisaan Ingiliffaa yaada ykn deebii yaaltu irratti osoo yaada siikenne ni jaalata?

A. Eyyeen [] B. Mitii []

Dabalee III:- Gaafileen armaan gadii barnoota ingiliffa haasa'u (Speaking lesson) irratti kan

bu'ureeffattani dhaa

Deebii yoo keennitan mallattoo “√” saanuqa deebii keennu barbaaddu keessatti isa jalatti kaayi.

3.1 Gaafilee akaaku barnoota haasa'u " speaking lesson" irratti bu'ureeffatan

T.L.		Yaroo maraa	Yaroo	Murteessuu f	Darbee darbee	Goonkuma
1.1	1. Barsiisaan Ingiliffaa keenya...					
1.2	barnoota dubbachuu nu barsiisa,					
1.3	kaayoo barnoota haassawa takka takkaan nu ibsa,					
1.4	maloota adda addaa dandeettii dubbachuu horachuuf kanuugargaaru nu agarsiisa,					
1.5	Meshaalee deeggarsa barnoota haassawa shaakaluuf kanuugargaaru ni fayyadama/ nifayyadamtii,					
1.6	Barnoota haassawaatiif kitaaba adda addaa nifayyadama					
1.7	Barnoota dubbachuu barsiisuuf kitaaba barataa ni fayyadama					
	Meeshaalee deeggarsa barnoota adda adda kitaabaan ala ni fayyadama /ni fayyadamti,					

3.2 Gaafiilee tataafii barnoota dubbachuu (speaking activity) ilaallatu

R.N		Yaroo mmaraa	Yaroo bayyee	Murteessuuf niirakkisaa	Darbee darbee	Goonkuma
2.1	2. Barsiisaa Ingiliiffaan keenya... Shaakala barnoota dubbachuu hundaa irratti ibsa gahaa nukeenaa/nukeenniti,					
2.2	Akkaataa deebii keennuu dandeenyu irratti fakeenya nukeenaa/nukeenniti,					
2.3	baratoonni itti yaadanii akka deebisuu danda'an yaroo ni keenna/nukeenniti,					
2.4	malla taphaatiin dubbachuu akka shaakkalluu haala numiijeessaa,					
2.5	dhunfa dhunfaan dubbachu akk shaakallu gilgaala mijataa ta'ee nufqopheessa,					
2.6	cimdiin ykn gareen dubbachuu akka shaakalluu gilgaaa mijataa 'ee filatee nushaaklsiisaa					
2.7	falmii ykn dubdeebii akka gageessinu haala numijeessa/ numijessiti.					

3.3 Gaafilee kaka'umsa shaakkala dubachuuf gargaaran ilaalltu (Encouragment techniques)

T.L	3. Barsisaa Ingiliffaan ...	yaroomaraa	yarobaayyee	Murtessuu hindanda'au	Darbee darbee	Gonkuma
3.1	Yeroo sirritti haasa'uf yaallu qofa nu jajjabessaa,					
3.2	Ingiliffaan yaroo waadubachuuf yaallu dogogoras tae sirrii nujajjabessa/nujajjabeessiti,					
3.3	Waa jachuun keenna dursee jachoota haassofti keenya akka qajeelu kanugargaaran nubarreessa ykn innumti nujalqabaa.					
3.4	Yaroo haassofnu jacchota murtessaa kessa daganne nu hima,					
3.5	Gaafii adda addaa akka gaafanu nukakaasaa.					
3.6	barattoonni miseensa garee isaanii Ingiliffaan akka gaafatani fi deebii akaa keennan nujajjabeessa,					
3.7	Barataaf dogongorri qaama barnnoota tauu isaa ni hima,					
3.8	barattooni daree keessatti haassau akka hinsoodaanne ni kakaasaa ykn nijajjabessa,					
3.9	barattoota dubbachuu yaalanif gatii nikeenna ,					
3.10	yaalii keessatti yaroo dogongorruu nuttii hinaruu,					
3.11	Haasawa irratti, barattoota foyya'aa ta'an irraa akka muxannoo horannu nugorsaa/nugorsiiti,					
3.12	Akka fakkeenya isaan hordofnuu haasaawa ykn vidio warra afaan kana sirritti dubatan fidate nudhageessisa,					
3.13	Afaan kana sirritti dubachuuf yeroo dheraa fudhachuu waan danda'uuf akka abdii hinkutanee nu gorsa,					
3.14	Haala kanan yoo itti fufnee afaan kana dubbachuu fooyyeessuuf akka hin dandeeynee nugorsaa,					
3.15	Barataa fooyyee dubatuuf qofa xiyyeeffanaa kenna					

3.4 Gaafilee dubdeebii (feedback / comment)akaakuu yaada barsiisaa keennuu ilaallatu

T.L.	4. Yroo barataan ingiliiffa dubatuu , barsiisaan keenyna yaadoota fayyadamu...	Yaroo maraa	Yaroo baayyee	Murteessu hindanda'u	Darbedarbee	Gonkuma
4.1	Baayyee dadhabaa/dadhabaa					
4.2	Bad /fokkisaa/					
4.3	Sirrii miti/ wrong					
4.4	Sirri miti garuu akkanatti jachuu qabda....					
4.5	Yaaliin kee gaariidha garuu akkanatti jachuu qabdaayyu...					
4.6	bareeda /good					
4.7	baayyee gaarii /very good					
4.8	inqisiisaa/excellent					

Dabalee IV Gafilee armaan gadiitiif barreesuun deebii keessan keennaa

1. Yaada sanduqa 3.2 irrattii hundaa'uun maloota barsiisaan keessan fayyadamuun ala osoo mala kana fayyadame kan jattuu yoo qabaattee asii gadii tarreess.

2. Yaadoota sanduqa 3.3 irrattii hundaa'un kaka'umsa barsiisaan afaan Ingiliffaa keessan godhu kessa maloota kamtu kan irra caalaa isiin kakaasu? _____

3. Kabajamaa barataa yaada " feedback" barsiisaan keennu keessatti isa kamtuu barattoonni daran akkacimanii shaakalan taassissa jatteeyaadda?

Xummurame

Galatoma

Appendix 7

SAMPLE INTERVIEW WITH TEACHER 1 (T1)

Dear teacher, welcome to this face-to-face interview session!

1. Tell me the importance of students' participation in speaking practices to academic successes.

T1: " When students practice speaking in EFL their skill will be develop and it will also help them develop confidence."

2. Tell me also about your students' interest towards practicing in English speaking tasks.

T1: " Of course they are not well interested."

Q. What do you think the reason could be?

T1: " I think most of them have poor background knowledge towards this language, and may be because of their FL influence. The other case could be lack of practice."

3. What is students' level of English proficiency in constructing word, phrases, sentences, etc?

T1: " In my opinion majority of the students at this level are at word level and of course there are some at phrase level."

4. Now, tell me about the types of speaking classroom activities you will give students?

T1: " In my experience, I usually give them group works and sometimes individual works based on students text."

5. Tell me about the techniques you use to help or support and encourage students...

5.1 When you are presenting the lesson?

T1: " According to my experience, most of the time I start the lesson by introducing the lesson, clarifies some points and by providing them examples."

5.2 When you provide speaking activities?

T1: " When providing activities I add some more examples and instruct them how to do the given activities that means whether they have to do it individually or in groups. Then I supper vice them how they are working out."

5.3 While students are doing speaking activities?

T1: " Here if the students are responding as desired, I encourage them saying 'good', 'excellent'... If they are responding wrongly, I intervene to direct them answer correctly."

Q. What is your main reason when you do this?

T1: " In my view intervention will help mainly the listeners not to take as the response is correct

and to direct the next participant follow the right way."

6. In your view what must/should:

6.1 Teachers do to help students improve the speaking skill?

T1: " As to me, teachers should help, appreciate and be good example of them if possible in all round life style.

Q. When you say help, can you give some examples please?

T1: "I think helps can be giving tutorial classes, giving them additional notes from extra books and continues advices."

6.2 Students do to improve their speaking skill?

T1: " It would be good if students are volunteer to take part in any classroom activities. they should also dare to ask questions for clarification, be committed to their education in general."

6.3 The school or parents do to help students improve the speaking skill?

T1: "In my view, the school should encourage language teachers to establish English language clubs and facilitate things like mini-media. In addition, it should make an effort to make extra book available in the school library and give incentives to teachers so as to motivate them give extra

I have finished my questions. Let me give you chance if you have any comments or questions about the interview.

T1: " Honestly speaking I have found it interesting. I think it would be good if we do such kinds of studies frequently."