

Instructional Opportunities that Promote of Teaching Speaking Skills via Communicative Language Teaching (CLT) Method in EFL Classroom: The Case of Kindo Koysha Woreda Secondary Schools

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Abstract

The purpose of this study was to assess the instructional opportunities that promote teaching speaking skills via CLT in English classroom at Kindo Koysha Woreda secondary schools. The study employed descriptive research design. The study employed mixed approach methods descriptive sequential models. To attain the stated objectives, the study did not use any sampling techniques to select the target participants because of small and manageable number of population of the study. Accordingly, 31 English language teachers who have been teaching English subject for secondary classes were used as the participants of the study. All English teachers were from Gurumo Hanaze, Oydu Chama and Sorto secondary schools. To collect the data, questionnaire (close and open ended items), semi-structured interview and classroom observation were used. Close-ended items were constructed on five Likert scale ranging from strongly disagree to strongly agree. The data were analyzed both quantitatively and qualitatively. The data from the close ended questionnaire were analyzed through SPSS version 20 calculating the frequencies, percentages, mean and standard deviation. The results of the research pointed out that the instructional opportunities of teaching speaking skills via CLT in English classroom were using audiovisual and authentic materials, providing a relaxed atmosphere, and using intrinsically motivating procedures. Similarly, designing speaking activities in the form of role play form, drama and drilling, requiring maximum responses from learners, and creating a chance for students to communicate each other from their real-life. Therefore, it is recommended that teachers should practice CLT in teaching speaking classroom, develop fertile material, and create psychological situations, activities and tasks that to promote CLT in teaching speaking skills. Also, the students should participate actively on activities and tasks in the English classroom.

Key Words: Instructional opportunities, Communicative language teaching, speaking skills, teaching materials

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1. Introduction

Communicative Language Teaching (CLT) refers to both processes and goals in classroom learning. The central concept of CLT is communicative competence and the term introduced into discussions of language use and Foreign Language (FL) learning in the early 1970s (Richards and Rodgers, 2001). It recommends teaching opportunities to use English language skills appropriately in the context. According to Hedge (2000), CLT introduces new teaching methods creating a diversified teaching process. The success in language teaching depends on giving proper attention to all basic language skills: reading, writing, speaking and listening (Ellis, 1994). It is obvious that the main aim of teaching English in our secondary schools is to enable students to express their ideas in target language. If a student fails to communicate with the target language, then the role of language teaching may not be said to have achieved its goal. Although speaking is considered as one of the main language skills that teachers should teach via CLT, it has been widely noticed that teachers face lack of instructional opportunities in teaching speaking skills via CLT in English classroom.

As stated by Chaney (1998), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. He also states that it is a crucial part of second language learning and teaching. Despite its importance, speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorizations of dialogues. However, today's world requires that the goals of teaching speaking should improve student's communicative skills because only in that way students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstances. The goal of teaching a language in general and speaking in particular is to get students become communicatively competent (Harmer, 1991). In other words, learners in English language do not only learn to make grammatically correct sentences but also to develop the ability to use the language they learn for various communication purposes.

Furthermore, teaching speaking skills via CLT is a very important part of language teaching since it enhances communicative efficiency. Speaking skills like the other skills has its own goals. To achieve these goals, teachers need to use some opportunities in classrooms. Nunan (1991) emphasizes that it is important to have a clear understanding and firm grasp of the wide range of techniques and procedures for teaching speaking skills via CLT. He recommends that CLT approach is a way of accommodating language learning to the unfavorable environment of the classroom (Nunan, 1991).

Besides, speaking is a means of socializing oneself with others in and outside the classroom. To realize the teaching of speaking skills via CLT in the target language, only being a graduate in teaching foreign language could not be seen as guarantee for teaching the skill effectively. It needs to follow instructional opportunities that would obtain from a carefully conducted research findings and empirically observed experience of teaching this skills (Richards & Rodgers, 2001). In the light of this, assessing the instructional opportunities of teaching speaking skills via CLT in English classroom is the fundamental concept to enhance students' communicative competence.

In order to develop speaking skills, the instructional opportunities of teaching speaking skills via CLT should be identified, practiced and improved by the use of various methods and techniques. Also, speaking skill is mostly neglected or in best cases not taught in the right way. This came as a result of the teachers' misunderstanding of how to teach speaking and their ignorance of its importance. Besides, teachers themselves are not good users of English and those who cannot speak English fluently are unlikely to be able to teach speaking (Nunan, 1991). So, the teachers have to secure a safe environment for the learner to talk, providing him/her with the social context required for this situation, and the teacher should be changed from dominators and commanders role into organizers and explorers role. In line with this, it needs to follow instructional opportunities that would obtain from a carefully conducted research findings and empirically observed experience of teaching this skills via CLT. It is for this reason that the researcher had decided to assess the instructional opportunities that promote teaching speaking skills via CLT in English classroom at Kindo Koysha woreda secondary schools.

2. Materials and Methods

2.1. Research Design

The research design is intended to provide an appropriate framework for the study. A very significant decision in research design process is the choice to be made regarding research approach since it determines how relevant information for a study will be obtained. However, the research design process involves many interrelated decisions (Kassu, 2019). Besides, Creswell (2009) stated that a research design is a research process and plan that describes how, when and where data are to be collected and analyzed, as well as it answers the research questions. The choice of a research design depends on the objectives of research in order to be able to answer the research questions. The selection of the descriptive research design is based on the nature of the research problem or issue being addressed, the researchers' personal experiences, and the audiences for the study (Creswell, 2012). So, the design chosen for this study was descriptive. This is because of the present study needs the description of the phenomena. Moreover, descriptive research design helps the researcher to assess and describe facts, explain and interpret conditions of the present. It helps the researcher to make investigation with narrations of events and drawing of conclusion based on the information obtained from target population.

2.2. Research Approach

The research approach that was employed for this study was mixed methods approach. When mixed method is used, the overall strength of a study is greater than either qualitative or quantitative alone (Creswell, 2009). Moreover, the advantage of mixed method is a potential for gaining a fuller, richer and more complete understanding of a research questions by combining both qualitative and quantitative perspectives. That is, in the process, qualitative and quantitative methods of data collection and analysis were used for the present study. Due to the fact that using this approach involves collecting both quantitative and qualitative data, and help the researcher to better understand the research problem. Therefore, descriptive sequential mixed methods approach model was chosen as a research approach model from mixed methods approach models. This is because of descriptive sequential mixed methods is one in which the researcher first conducts quantitative data, analyzes the results and then builds on the results to explain and integrate them in more detail with qualitative data. It is considered sequential because the initial quantitative point is followed by the qualitative parts and this integration provides a better understanding of the research problem than either of each alone.

2.3. Research Setting

The study was conducted in Kindo Koysha Woreda Secondary Schools. The town of the woreda, Belie is located 36kms from the zonal town of Wolaita Sodo. Kindo Koysha is among sixteen (16) woredas in Wolaita Zone. The major economic activities of the woreda are mixed agriculture and trade. According to Woredas Education Office report of 2014E.C, the total number of primary and secondary schools teachers are 702. The Woreda has 44 primary schools and 3 secondary schools; the total of 48 schools. These 3 secondary schools are Oydu Chama, Gurumo Hanaze and Sorto secondary schools. Oydu Chama and Gurumo Hanaze secondary schools started its teaching and learning process in 2008 E.C. as response to the communities' requests. Sorto secondary school started its teaching and learning process in 2012 E.C by the help of link community development organization.

All the above secondary schools are governmental schools. There are 31 English language teachers. Among them, 5 were MA holders in Teaching English as Foreign Language and 26 were BA degree holders in English language and literature. All of the teachers were from the Wolaita Zone. They speak three languages; these are Wolaitatto, Amharic and English. The setting was selected because of the researcher had enough chances to see the problems of teaching speaking skills via CLT in English classroom. Besides, the current study needs quantitative data collection instruments. This enforced the researcher to conduct his study in for secondary schools at study area for quantitative data.

2.4. Research Participants

To achieve the objectives of the study, all English language teachers were selected as the participants of the study. Hence, the study population consists of 31 English language teachers of in Kindo Koysha woreda secondary schools in the year 2015E.C.

2.5. Sampling Techniques and Sample size

The total population of this study was 31 English language teachers. The researcher did not use any sampling technique because of the small and manageable number of population. As Evan (2017) states that very small populations (50 or less) did not use sampling technique for the sake of the entire population in order to achieve accuracy. There is a limit on the accuracy when dealing with small populations. Also, the entire population were adequate to the study and underpin professionals in teaching English language.

2.6. Data Collection Instruments

The researcher used three data collection instruments for this study. These are questionnaire, semi-structured interview and non - participant classroom observation.

2.6.1. Questionnaire

Questionnaire is a popular means of collecting all kinds of data for educational research to understand certain conditions of an individual or a group. Besides, it is suitable for large scale inquiry. The reason behind using

questionnaire is that it gives enough time for the respondents to read and give well thought responses and it is economical in terms of time and energy (Best and Khan, 2006). Hence, the researcher enforced to use questionnaire to allow collection of both particular and neutral data from the study population in order to obtain results that are significant to specific objectives. It is a good tool for the protection of the confidentiality for the participants to give intended data for the study. Therefore, the researcher developed close and open-ended questionnaire items based on the specific objectives of the study, the research questions, and points raised in the review of related literature. The use of close and open ended items helped the researcher not to be biased during analysis.

Close-ended items were constructed on five- point Likert scale ranging from strongly disagrees to strongly agree. The contents of questionnaire were composed as per the specific objectives of the study. All the questionnaire items were prepared for English language teachers in English. Then, it was administered for teachers after brief explanation of the purpose of the study.

2.6.2. Semi-structured interview

Interview is one of tools of collecting data that the researcher used in this study. According to Kothari (2004), the use of interview as a data collecting instrument permits a level of in-depth information, free response and flexibility that cannot be obtained by other instruments. The purpose of using interview was to get direct personal view or information on the research objective. To collect the data through this instrument, the researcher prepared relevant questions from the objectives of the study and review of related literature. This was made because the interview was designed to complement the core quantitative data and gives the needed information verbally in a face-to-face situation. The interview was conducted with eight English language teachers. The researcher conducted the interview from the respondents interviewing gradually, unhurried manner, relaxing them and using appropriate body language through memory and taking transcripts.

2.6.3. Classroom observation

From research perspective, classroom observation is basically different from questioning because it provides direct information rather than self-report accounts (Zoltan, 2007). Classroom observations was conducted by the researcher with the purpose of triangulating the information collected by questionnaire and interview. Moreover, the classroom observation was made to observe the instructional opportunities of teaching speaking skills via CLT in English classroom. The observation checklists was prepared based on the objectives of the study and review of related literature. The researcher used non-participant observation in order to make conducive environment for both the researcher and the participants and to give a detached and unbiased view about the group.

There were 77 sections of secondary schools in selected Woreda. From these sections, 12 sections were selected using simple random sampling technique to observe the actual classroom teaching of speaking skills via CLT in classroom. Each teacher observed two times in different section with assistant observer of the researcher by using 40 minutes in each session. The researcher compared his recorded data with assistant observer's recorded data after two times observation sessions. Then, the collected data revealed the same results. Finally, the results of the observations data were analyzed and interpreted to triangulate questionnaire and interview.

2.7. Procedures of Data Collection

The process of data collection via the three instruments described above was carried out as first. First, the questionnaire was pilot-tested and made ready for administration. Then the purpose of the study was explained to the concerned school directors whose permission was obtained before data collection. Next, the purpose of the study was also explained to the study participants prior to the administration of questionnaire and conducting teachers' interview respectively. After that the questionnaire was administered first to English language teachers. Later on, interview was conducted with the English language teachers. Classroom observation was done along with assistant observer. The reason for the sequences of the tools to validate or document the results obtained from each instruments to continuously look at a research question from different angles. Also, it helps to elaborate, clarify, or build on findings from each tools. Similarly, it provides a more complete and comprehensive understanding of the research problem than either questionnaire, interview or/and classroom observations alone.

After collecting the data by the aforementioned tools carefully, the researcher analyzed and interpreted the data quantitatively and qualitatively. Then, the analyzed and interpreted data examined and summarized to validate the specific objectives of the study. Finally, based on the findings summary and conclusions were drawn and recommendations were forwarded.

2.8. Methods of Data Analysis

Data analysis refers to a systematic method by which the collected data through different techniques of data collection will be edited, organized, tabulated and analyzed (Singh, 2006). In order to answer the research questions, the researcher employed both qualitative and quantitative data analysis method. The researcher analyzed the data that was collected through close ended questionnaire items from English language teachers quantitatively. Thus, such the quantitative data was analyzed using frequency (the number of respondents), percentages (the number of times a value), mean (numerical average of a set of values) and standard deviation (midpoint of a set of numerical values) which is processed through Statistical Packages for Social Sciences (SPSS version 20). It helps the researcher to summarize the data and find patterns. Additionally, the teachers' responses were organized and tabulated into numerical data to be analyzed. The qualitative data that were collected through open-ended questionnaires, semi-structured interview and classroom observations were analyzed qualitatively via reading the transcripts and labeling relevant pieces. Also, each bite of information was described and discussed in words. And finally the conclusions and recommendations were forwarded at that end.

3. Results and Discussion

As evidently discussed in the following sections, the instructional opportunities that promote the teaching of English speaking skills via CLT in Kindo Koysha woreda secondary schools emerged primarily from four major sources: fertile materials, psychological, activities and tasks and social related situations that promote teaching speaking skills via CLT. Comprehensive deliberations of all the promoting opportunities are simultaneously presented in the following three sub-sections.

3.1. Instructional Opportunities that promote by the use of fertile materials Teaching Speaking Skills via CLT in English Classroom

Table 1. Response of teachers on the use of fertile materials that promote CLT in teaching speaking skills in English classroom

No	Items	1		2		3		4		5		M	STD
		F	%	F	%	F	%	F	%	F	%		
1	I use audiovisual materials to teach speaking in the classroom.	10	32.26	15	48.39	1	3.23	3	9.68	2	6.45	2.04	1.43
2	I bring real objects in to classroom and let my students to explain about it orally.	10	32.26	13	41.94	1	3.23	1	3.23	4	12.9	2.29	1.37
3	I bring recognizing scripts with a predicable set of spoken exchanges in the classroom.	2	6.45	2	6.45	1	3.23	1	3.23	10	32.26	3.97	1.11
4	I use authentic materials in meaningful contexts to teach speaking in the classroom.	3	9.68	3	9.68	2	6.45	1	3.23	13	41.94	3.87	1.35

Keys: 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = Strongly Disagree,

% = Percent, STD = Standard Deviation and M = Mean

As indicated in Table 1 item number 1, the majority (15 or 48.39%) and (10 or 32.26%) of respondents disagreed and strongly disagreed respectively on the idea of using audiovisual materials to teach speaking via CLT in the classroom. On the other hand, 3 or 9.68% and 2 or 6.45% of the respondents agreed and strongly agreed respectively the idea. But 1 or 3.2% were silent. From this the researcher recognized that audio visual materials usage was low at teachers. However, using audio visual aid as media in teaching speaking skills via CLT classroom can be helpful to the teacher. It is a tool to support the teaching that is used as medium in instruction to deliver the materials to the learners. It comprises audio aid, visual aid, and audio visual aids. Audio aids are media that can be listened to such as radios and cassettes while visual aids are media that can be seen such as pictures, graphics, models and slides. Then are instructional media that involve the senses of sight and hearing are named as audio visual media. It includes movie, video, and television. In concurrence to this finding, one of the interviewed teacher responded that the use of audiovisual materials give teachers opportunity to promote information and introduce them various materials for analysis and interpretation of teaching speaking skills via CLT, but in our school there is no audiovisual materials.

In the line of scholars view, the rise of communicative language teaching (CLT) combined with advances in technology has led to many options for teaching speaking in context and focusing on communication (Byrne, 1987). Teaching speaking via CLT has thus moved beyond the memorization of rules and is more firmly situated in helping teachers develop their teaching for communicative competence, necessitating tasks that allow for noticing and consciousness-raising of communications. Akir (2006) reported that the use of audiovisual materials in teaching speaking ensures authentic language input to the learners. Moreover, using content related audiovisual materials helps the teachers to teach the communication competence and get in depth CLT to teach speaking.

Girma (2003) discussed the usefulness of using audiovisual materials in teaching speaking stating that materials provides stimuli to the teachers which facilitates an opportunity to the teachers to get a background schemata of the learners. Also the use of audiovisual materials helps the teachers to have an idea of the asset and measure pattern of teaching speaking via CLT. As Secules, Herron, and Tomasello (1992) stated, audiovisual materials offers language teachers provides to see the dynamics of communication, and because such materials are widely available via CLT.

To find more data, all selected English teachers were asked to state what types of audiovisual materials they use to teach speaking skills via CLT in selected secondary schools. Many of them responded that they were not use audiovisual materials to apply CLT when they teach speaking skills. However, using audiovisual aid as media in teaching English as foreign language can be helpful to the teacher. It is a tool to support the learning that is used as medium in instruction to deliver the materials to the learners via CLT. The instructional media that involve the senses of sight and hearing are named as audio visual media. It includes movie, video, and television and play great role to teach speaking skills via CLT in classroom. Even so, the analysis of data showed that lack of audiovisual materials usage to teach speaking skills via CLT in classroom.

For the item 2, most of the respondents 13 or 41.4% and 10 or 32.26% respond disagreed and strongly disagreed respectively on the bringing real objects in to classroom and let their students to explain about it orally. However, a few respondents 1 or 3.23% state their indecisiveness and 2 or 6.45% and 2 or 6.45% of the respondents respond strongly agreed and agreed. The use of real object is very important for the enhancement of practical communication ability. One ability that is required for communication is speaking. Teaching speaking skills with real objects is useful and creates many benefits for learners to enhance communicative competence. For instance, efficient real object leads to accomplishments through speaking activities via CLT in English classroom. Real objects are prioritized over work experience, motivation, and academic accreditation to promote CLT in English classroom. English learners not only have a limited opportunity to speak English outside the classroom, but also have little opportunity to communicate with English teachers. To address this situation, teachers try to provide students with real-life situations and communicative activities to increase their speaking competency.

For more data, selected English teachers were asked to state they were use real objects to teach speaking skills via CLT in selected secondary schools. Many of respondents expressed their opinions that mainstream of

teachers were not use real objects to apply CLT when they teach speaking skills. For this aim, they thought that if they teach through using real objects teaching speaking skills via CLT can be promoted. Classroom observation confirmed whether real objects are not assisted to support teaching speaking skills via CLT in English classroom.

Supporting the above concepts, Richards and Rodgers (2001) suggests that the teaching of speaking skills via CLT a good way to promote motivation and encourage teachers to teach speaking through real objects. The material provided to guide teachers to teach speaking via CLT is the teachers' own life skills. Further he justifies real objects are based on authentic and from-life materials promote CLT to teach speaking skills. It might include graphic and visual sources, magazines, advertisements, newspapers, maps, symbols and objects.

According to the above table (Table 1) item 3, teachers' understood that recognizing scripts with a predicable set of spoken exchanges in the classroom is an opportunity of teaching speaking skills via CLT in English classroom. In the above table, item 3, indicates 16 or 51.61% and 10 or 32.26% of the respondents stated that they bring recognizing scripts with a predicable set of spoken exchanges in the classroom. 4 or 12.90% reported that they not bring recognizing scripts with a predicable set of spoken exchanges in the classroom. On the other hand, very few teachers said that they were unsure about bringing recognizing scripts with a predicable set of spoken exchanges in the classroom.

In the interview, one of interviewed teacher said that teacher bring recognizing scripts with a predicable set of spoken exchanges in the classroom. Furthermore, during classroom observation the researcher also proved that scripts with a predicable set of spoken exchanges in the classroom. Thus, from the above mentioned points it can be said that they brought recognizing scripts with a predicable set of speaking in the classroom. Similarly to the findings, Hannah (2013) stated that teachers will feel high comfortable scripts in their classes to perform frequently because of an appropriate recognizing scripts leads to implement CLT in speaking classroom. He also insists that an appropriate scripts plays a crucial role in keeping teachers engaged and allowing them to be successful to promote CLT in teaching speaking English classroom.

Again researcher recognized the use of authentic materials in meaningful contexts to teach speaking in the classroom from the data. According to the above table (Table 1) item 4, 13 or 41.94% and 10 or 32.26% of the respondents believed that authentic materials in meaningful contexts can promote CLT to teach speaking in the classroom. Similarly, from teachers' interview and classroom observation researcher indicated that they are using authentic materials in meaningful contexts promote CLT to teach speaking in the classroom.

From the above data, one can say that authentic materials in meaningful contexts promotes CLT to teach speaking in the classroom. The result is consistent with Richards, Rodgers and Theodore (1986) justifies the authentic materials are engage teachers to teach communicative competence. A wide range of authentic materials have been done in order to promote CLT to teach speaking skills. Furthermore, Ur (2000) states that teachers boost to make authentic materials when they teach speaking skills via CLT in English classroom. Hence, English language teachers are aware of the use of the authentic materials in meaningful contexts to promote CLT to teach speaking in the classroom.

3.2. The use of psychological situations that promote CLT in teaching speaking skills in English classroom

3.3. The activities and tasks that promoting CLT in teaching speaking skills in English classroom

Table 3. Response of teachers on the use of activities and tasks related situations that promote CLT in teaching speaking skills in English classroom

No	Items	1		2		3		4		5		M	STD
		F	%	F	%	F	%	F	%	F	%		
1	I design speaking activities in the form of role play, drama and drilling.	3	9.68	2	6.45	2	6.45	10	32.26	14	45.16	3.97	1.31
2	I act as a facilitator/monitor and encourage students to speak at given activities.	2	6.45	3	9.68	1	3.24	16	51.61	9	29.03	3.87	1.15
3	I require maximum responses from my learners to participate successfully in oral interaction.	2	6.45	3	9.68	1	3.24	15	48.39	10	32.26	3.81	1.95

Keys: 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = Strongly Disagree, F = Frequency, % = Percent, STD = Standard Deviation and M = Mean

Teachers recognized that their design of speaking activities in the form of role play, drama and drilling or not. According to the above table (Table 3) item 1, 14 or 45.16% and 10 or 32.26% of the respondents responded agree and strongly agree that their design of speaking activities in the form of role play, drama and drilling to teach speaking skills via CLT in English classroom. However, 3 or 9.68 % and 2 or 6.45% respondents responded disagree and strongly disagree the idea. Similarly to this, from teachers' interview and classroom observation they were designed speaking activities in the form of role play, drama and drilling to teach speaking skills via CLT.

The above data revealed that the teachers were designing speaking activities in the form of role play, drama and drilling are the opportunities that promote CLT in teaching speaking in English classroom. The result is consistent with Thompson (1996) finding which justifies the opportunities related with the form of role play, drama and drilling. Furthermore, Ur (2000) states that teachers have to design the activities and tasks in the form of suit to promote CLT to teach speaking skills when they need to develop students communicative competence. Hence English language teachers are aware of the existence phenomena called opportunities to promote CLT to teach speaking skills.

As indicated in table (Table 3) item 2, the teachers understood the opportunity that they act as a facilitator/monitor and encourage students to speak at given activities. From 31 respondents, 16 or 51.61% and 9 or 29.03% of respondents said that they act as a facilitator and encourage students to speak at given activities teach speaking skills. In contrary, 3 or 9.68% and 2 or 6.45% disagreed and strongly disagreed the idea. Also, 1 or 3.24% respondent undecided their idea. Similarly to this, from teachers' interview the majority of interviewees said that they are facilitating the communication process between all participants in the classroom, and between these participants and the various activities and text. Correspondingly, they act as an independent participant within the teaching speaking skills via CLT. Also, the open-ended questions response and actual classroom observation showed similar idea about the issue. Based on the above data, it can be understood that teachers enrich to teach speaking skills via CLT in the English classroom.

Supporting this, Harmer (1991) states some activities that require more of the teacher’s activity like accurate production, the teacher should be able to act as controller, where as in communicative tasks that demand learner’s group or pair interaction, the teacher should act as facilitator by not intervening frequently. She/he should instead allow students more opportunity to use the language at their disposal. The teacher should always be committed in terms of securing such as interactive classroom by way of acting less dominantly. Also, the result is consistent with the scholar Liu (2007) states teachers often became understudy in oral class due to promote CLT in teaching speaking skills. From this one can say that acting as a facilitator and encouraging students to speak at given activities is one of the opportunity to promote CLT to teach speaking skills.

3.4. The use of social related situations that promoting CLT in teaching speaking skills

Table 4. Response of teachers on the use of social related situations that promote CLT in teaching speaking skills in English classroom

No	Items	1	2	3	4	5	M	STD
		F %	F %	F %	F %	F %		
1	I provide my learners with tasks which encourage them to use the given tasks for speaking skills.	2 6.45	3 9.68	-	1 45.16	12 38.71	4	1.18
2	I create a chance for students to communicate with each other from their real-life.	3 9.68	4 12.9	-	1 41.39	11 35.48	3.81	1.33
3	I allow my students to interact with each other in pair or in group.	3 9.68	2 6.45	1 3.23	1 54.78	8 25.81	3.81	1.195
4	I encourage my learners to speak with and to listen to the learners.	4 12.9	3 9.68	-	1 35.48	13 41.94	3.81	1.33

Keys: 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = Strongly Disagree, F = Frequency, % = Percent, STD = Standard Deviation and M = Mean

According to the above table (Table 4) item 1 the teachers understood the opportunity that they provide learners with tasks encourage them to use the given tasks for speaking to promote CLT in classroom. From the total 31 respondents 14 or 45.16% and 12 or 38.71% agreed and strongly agreed that providing learners with tasks encourage them to teach speaking skills via CLT in English classroom. However, 3 or 9.68 % and 2 or 6.45% respondents disagreed and strongly disagreed the idea. Similarly open-ended questionnaire and teachers’ interview forwarded the same responses to that of aforementioned results of close-ended questions. For instance, the interviewees stated that providing learners with tasks encourage them to use the given tasks for speaking skills.

On the other hand from the classroom observation, the researcher revealed that providing the lesson clearly, encouraging students and providing chances to use tasks were additional promoting approaches of CLT to teach speaking skills in English classroom. Depending up on the aforementioned data, it can be inferred that providing learners with tasks encourage them to use the given tasks for speaking skills. Supporting this idea, Cohen (1992) stated that teachers’ implication of CLT in teaching speaking skills could be amended by continuous practice of providing learners with tasks encourage them to use the given tasks for speaking skills in English classroom.

In relation to the above table (Table 4) item 2 the majority of respondents 13 or 41.94% and 11 or 35.48% said agreed and strongly agreed respectively on the idea that creating a chance for students to communicate each other from their real-life. In opposition, the remaining miniature number of respondents 4 or 12.9% and 3 or 9.68 % confirm their disagreement, strongly disagreement and indecisiveness correspondingly. Supporting this, Hedge (2000) state that creating a chance for students to communicate each other from their real-life involves the teacher in setting up activities, organizing material resources, guiding students in group works, engaging contributions, monitoring activities, and diagnosing the further needs of students.

According to the above table (Table 4) item 3 the mainstream of the respondents 17 or 54.84% and 8 or 25.81% agreed and strongly agreed respectively on the view that allowing students to interact each other in pair or in group for teaching speaking skills via CLT in in English class room. However, 3 or 9.68%, 2 or 6.45% and 1 or 3.2% of respondents revealed their disagreement, strong disagreement and indecisiveness. Supporting the above data, different scholars (Brown, 2007) stated that one of the most important features of CLT is pair and group work by which students can learn from each other. Also, Thompson (1996) suggests that with pair and group work, students can produce a greater amount of language output than they would produce in teacher-centered activities. Teachers' motivational level is likely increase to enhance students' communicative competence. They have the opportunity to promote CLT without any pressure coming from their students. Activities requiring pair and group work give for teachers a safe opportunity to teach speaking skills via CLT in English classroom. Emphasizing the importance of pair and group work as an indispensable aspect of CLT classroom. On the other hand from the open-ended questionnaire, teachers' interview and actual classroom observation, the researcher revealed that allowing students to interact each other in pair or in group promote CLT to teach speaking skills English classroom.

4. Conclusions

The main objective of the study was to assess the instructional opportunities of teaching speaking skills via CLT in English classroom at Kindo Koysha Woreda secondary schools. Based on the data obtained from teachers, the researcher has drawn the following conclusion.

The result of the study reveals that instructional opportunities of teaching speaking skills via CLT in English classroom were related with fertile material, psychological situations, activities and tasks, social situations that promoting CLT in teaching speaking skills.

The data obtained from the data tools revealed that fertile materials that can promote CLT in teaching speaking skills were audiovisuals, real objects and recognizing scripts. Based on the data obtained, being provide a relaxed atmosphere, intrinsically motivating procedures, and internal drive that push the teacher to teach speaking were as psychological situations. Besides, the obtained data shown that considering design speaking activities in the form of role play, drama and drilling, acting as a facilitator/monitor and encouragement, requiring maximum responses from learners to participate successfully in oral interaction were activities and tasks related situations that promote CLT in teaching speaking skills. Furthermore, social related situations that promote CLT in teaching speaking skills were providing learners with tasks encourage them to use the given tasks for speaking skills, creating a chance for students to communicate each other from their real-life and allowing learners to interact each other in pair or in group.

5. Recommendations

Based on the above conclusions, the following recommendations are forwarded:

- English language teachers of Kindo Koysha Woreda secondary schools should provide a relaxed atmosphere, use intrinsically motivating procedures and develop internal drive that to teach speaking skills in order to achieve students' communicative competence.
- Teachers should design speaking activities in the form of role play, drama and drilling.
- Teachers should act as a facilitator and encourage students to speak at given activities, and require maximum responses from learners to participate successfully in oral interaction.
- Teachers should provide learners with tasks that encourage them to use the given tasks for speaking skills, create a chance for students to communicate each other from their real-life, and allow students to interact each other in pair or in group.

- The teachers should allocate sufficient time to prepare the CLT based lesson of speaking and give effective feedback to students in speaking activities.
- Teachers should adapt and manage noise of students during communicative activities in the classroom and improve students' interest and motivation to participate in speaking activities.
- Students should participate actively in the classroom activities such as asking and answering, group and pair discussions and they are also advised to practice speaking English both in and outside the classrooms.
- The school should fulfill sufficient materials, and preferable classroom for teachers to teach speaking via CLT for better improvement of students' speaking skills.

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