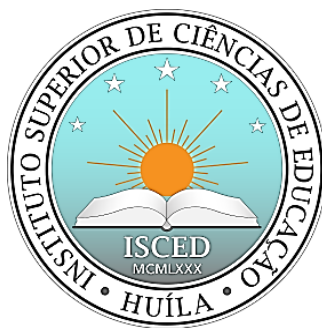# Instituto Superior de Ciências de Educação da Huíla
ISCED-HUÍLA

TÍTULO: Investigating Techniques to Enhance EFL Speaking Skills in Grade 9 at Complexo Escolar Nº 110 – Lubango"

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LUBANGO

2022

Instituto Superior de Ciências de Educação da Huíla
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TÍTULO: Investigating Techniques to Enhance EFL Speaking Skills in Grade 9 at Complexo Escolar Nº 110 – Lubango"

Trabalho Apresentado para a Obtenção do Grau de Licenciado em Ensino da Língua Inglesa

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Lubango

2022

DECLARAÇÃO DE AUTORIA

Tenho consciência que a cópia ou o plágio, além de poderem gerar responsabilidade civil, criminal e disciplinar, bem como reprovação ou a retirada do grau, constituem uma grave violação da ética académica.

Nesta base, eu **Mariana Catchimbeia Manuel**, estudante finalista do Instituto Superior de Ciências de Educação da Huíla (ISCED-Huíla) do curso de Ensino da Língua Inglesa, do Departamento de Letras Modernas, declaro, por minha honra, ter elaborado este trabalho, só e somente com o auxílio da bibliografia que tive acesso e dos conhecimentos adquiridos durante a minha carreira estudantil e profissional.

Lubango, 09 de Junho de 2022

A Autora

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Mariana Catchimbeia Manuel

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DEDICATION

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I dedicate this thesis to:

- ✓ My father **Tomás Manuel** and my mother **Florença Jambela.**

- ✓ My brothers **Severino**, **Cipriano** and **Arlindo.**

- ✓ My sisters **Ana Paula** (*in memory*) and **Generosa**.

ACKNOWLEDGEMENTS

ACKNOWLEDGEMENTS

Firstly, I would like to extend my deepest gratitude to God, for the life, protection and the unconditional love.

Secondly, I would like to extend my thanks to my Professor Délcio Jacob Felicidade Tweuhanda, my supervisor, thank you for the encouragement, patience and for the knowledge and experience during this journey, and for providing me with guidance which enabled me to complete this work

Thirdly I would also like to extend my gratitude to all my professors who endowed me with their experience and support, and guided me through this quest of knowledge. Some Special thanks is extended to Professor**. Castilho Cacumba**, Professor Abias **Francisco** (in memory), Professor **Carlos Afonso**, Professor **Emanuel Piedoso**, Professor **Lizandra Cacumba**, Professor **Sonia Roque**, Professor **Patricia de Jesus**, for the cooperation and knowledge surpassed my expectations.

I would like to also thank my very Family. My parents, **Tomas Manuel** and **Florenca Jambela** To my brothers and sisters**, Antonio Manuel**, **Francisco Manuel, Severino Manuel**, **Cipriano Manuel, Arlindo Manuel**, **Ana Paula Manuel** (in memory) and **Geneosa Preciosa Manuel** for the support and endless love, encouragement and support, I wouldn't have been who I am today.

Last but not least, extra special thanks go to my friends**, Marta Manuel**, **Leonir Mize, Alberto Mashina, Angelo Junquila, Fernandes Ndalama** for being by my side in every step of this enriching journey and tolerating with me all the ups and downs of it. Thank you so much.

I THANK YOU ALL FROM THE DEEP OF MY HEART!!

ABSTRACT

ABSTRACT

The purpose of this research study is to investigate the way speaking skills are taught in Grade 9 at Complexo Escolar Nº110 – Lubango. My experience as a teacher in the aforementioned institution I have noticed that students face several difficulties in communicating in English as result of ineffective strategies and techniques adopted by teachers in teaching English as foreign language. As a consequence, they tend to have problems in expressing their ideas in English, and interact with other English language speakers. For the purpose, A total of 2 teachers of English and 45 pupils were taken as the sample of this study, data was collected through a teacher and student questionnaire administered to the two groups simultaneously. The results revealed that; (**1**) speaking is the one of the most important skills to be learnt in EFL learning, thus, it is fundamental for the learners to know its functions, purposes, types and importance. (**2**) the factors that affect EFL speaking skills in the classroom are scarce opportunities to practice speaking outside the classroom, paucity of necessary vocabulary, fear of making mistakes, lack of motivation, teaching techniques, and lack of self-esteem. (**3**) strategies to develop EFL speaking skills in the classroom are varied and depend from teacher to teacher as well as context from context. (**4**) The most preferred techniques to enhance speaking skills in the classroom are; describing pictures, communication games, listening and repeating, information-gap activities, dialogues, discussion/conversation, and role play.

Key words: *foreign language, speaking skills, EFL*

RESUMO

RESUMO

O propósito deste estudo é de investigar como são ensinadas as habilidades da fala do Inglês como Língua estrangeira na 9ª Classe no Complexo Escolar Nº110 – Lubango. Minha experiencia como professora no Complexo acima referido fez-me perceber que muitos estudantes se não a maioria, têm dificuldades em comunicar-se em inglês resultante da ineficácia das estratégias e técnicas adoptadas pelos professores ao ensinar o inglês como língua estrangeira. Como consequências. Os estudantes são incapazes de autoexpressarem-se, não conseguem interagir com outros usando o inglês como meio de comunicação. Sendo assim, 2 professores de inglês e mais 45 estudantes foram usados como amostra representativa da população para o estudo em causa. 2 inquéritos (um para cada grupo, professores e estudantes) foram usados como instrumentos de pesquisa. Os resultados mostraram que; (**1**) a fala é uma das habilidades mais importantes na aprendizagem do inglês como língua estrangeira, sendo assim, é fundamental que os alunos conheçam as funções, propósitos, os tipos e a importância das habilidades da fala. (**2**) os fatores que afetam no desenvolvimento das habilidades da fala do inglês como língua estrangeira são; oportunidades reduzidas para a prática da fala dentro e fora da sala de aulas, a falta de vocabulários necessários, medo de cometer erros, falta de motivação, técnicas de ensino, e a falta de autoestima. (**3**) As estratégias para desenvolver as habilidades da fala do inglês como língua estrangeira na sala de aulas são enumeras e variam de um contexto para outro, bem como de professor a professor. (**4**) as técnicas mais apontadas para o desenvolvimento das habilidades da fala são; descrição de imagens ou fotografias, jogos de comunicação, escuta e repetição, atividades de preenchimentos, diálogos, discussão/conversação e encenação.

Palavras chave: *língua estrangeira, habilidades da fala*

INTRODUCTION

INTRODUCTION

The purpose of this study is to investigate the way speaking skills are taught in Grade 9 at Complexo Escolar Nº110 – Lubango.

Speaking skills development in English as foreign and/or second language has captured the interest of several researchers such as Tarigan (1985); Burns and Joyce (1997); Sanaa (2013); and (Imane, 2016) just to mention some in many ESL contexts. Therefore, it is not senseless to affirm that speaking is the most important skills in any language learning in order to able to interact with others, self-expression, sharing opinions and maintain social relationships. Furthermore, good speaking skills can also grant opportunities to get jobs more easily, promotion, and to have big chances to comprehend the worldly phenomena.   to play a significant role in the process of second language learning.

Although speaking skills development appear to be fundamental in every EFL/ESL learning contexts, there are multiple factors that affects speaking skills development such as lack of motivation, shyness, peer pressure, teaching techniques, inhibition, lack of opportunity to practice English inside and outside classroom and so on. These factors in their turn apart of creating constraints in terms of oral proficiency development, they also make students be unable to express their ideas freely and confidently as discussed by (Karim & Muhammad, 2019).

Thus, EFL teachers, lectures and English language instructors are called to be proactive as much as possible so as to should create a warmest classroom atmosphere propitious for students to develop speaking skills.

In the light of this research topic study and taking into account the previous conducted studies at ISCED-Huíla on techniques to enhance EFL speaking skills the closest defended papers we could find in the ISCED library (Licenciatura thesis' paper) are three: the first was conducted by Muteca (2021) investigating the effects of classroom interaction for EFL speaking skills development at "Colégio 1783 Chiange-Gambos", the second was conducted by Bahú (2016) on *Developing Grade 10 silent Pupils'*

Speaking skills at Escola de Formação de Professors-Namibe, the third and last was conducted by Martins (2017) on *improving the continuous assessment of speaking skills at Liceu do Lubango nº 792*. This research differs from the studies above mainly because the research context whereby the study was conducted which is not the same.

I got interest in carrying out this study because (**1**) I would like to deeper my knowledge on the issue of language skills teaching (i.e., speaking), (**2**) to help Grade 9 students at Complexo Escolar Nº110 – Lubango develop their oral proficiency so as to be able to interact with others using English language, and finally, (**3**) to give my contribution to the existent literature a piece of research on the techniques to enhance speaking in EFL classrooms e different contexts and environments.

During my short experience as a teacher trainee at Complexo Escolar nº110 I have noticed that students face several difficulties in communicating in English as result of ineffective strategies and techniques adopted by teachers in teaching English as foreign language. As a consequence, they tend to have problems in expressing their ideas in English, and interact with other English language speakers as indicated by Manurung and Izar (2019).

Thus, the above problem led us to set the following research questions:

1. What are the factors affecting EFL speaking skills enhancement in Grade 9 at Complexo Escolar Nº110 – Lubango?
2. What are the types of EFL speaking skills in Grade 9 at Complexo Escolar Nº110 – Lubango?
3. How to enhance EFL speaking skills in Grade 9 at Complexo Escolar Nº110 **–** Lubango?

Taking into consideration the above-mentioned research questions, the research design is descriptive, which is, a study that describes a fact or a problem faced by a group of individuals. Furthermore, it is important to assert that no hypothesis was made pertaining to this study. As regards the participants, 45 students and 2 teachers

from the above-mentioned institution were selected, using the convenience or opportunist sampling technique. In order to collect the expected data, a teacher and student questionnaire were designed to collect both teachers and students results. Lastly but not the least, it is also crucial to state that all the ethical issues that an academic research paper must observe were taken into consideration before their implementation and application of the study.

Thus, this research paper has been designed with the following research objectives:
1. To explore the factors affecting EFL speaking skills enhancement in Grade 9 at Complexo Escolar N**o**110 – Lubango
2. To investigate the types of EFL speaking skills in Grade 9 at Complexo Escolar N**o**110 – Lubango
3. To propose techniques to enhance EFL speaking skills in Grade 9 Complexo Escolar N**o**110 **–** Lubango

Nevertheless, we did not define the key terms here because there is a specific section whereby are all defined in the first Chapter of this research paper (*see Literature Review, section 1.1 defining terminology).*

To decisively pursue the above objectives, this research study comprises three main parts (chapters). The first reviews the literature whereby we are going to present what other experts have reported on the research topic. The second chapter deals with the research methodology undertaken in the collection of the data as well as the results gathered from it. The third and last chapter analyses and discusses the most relevant findings which may serve to check how chapters 1 and 2 are related and draw the similarities and differences and presents the conclusions and recommendations.

CHAPTER ONE: LITERATURE REVIEW

CHAPTER ONE: LITERATURE REVIEW

1.0. Introduction

Accurate speaking skills in English language has been labelled to be very significant nowadays in several contexts. For instance, English is welcomed in many fields of the academy apart from being the language of the global citizens. That is to say, nowadays to have the chance to interact with people from different places is only possible through English (Imane, 2016), and it has been conceived the status of the major lingua franca in the world. Thus, it is of paramount importance for EFL learners develop communicative skills in English in order to be able to interact with others, share and receive information and to understand English written materials.

This Chapter is going to make an extensive effort in reviewing the existent literature on the "*strategies to improve EFL speaking skills*". For the purpose, the Chapter is purposely divided into five main sections. The first looks at defining terminology. The second presents an overview about speaking whereas the third looks at the factors affecting EFL speaking skills. The fourth is about strategies to develop EFL speaking skills. The fifth and last section looks at some classroom techniques to develop EFL speaking skill in the classroom. Let us move on the first aspect of the Chapter which is about definition of key terms as follows.

1.1. Defining Terminology

This section is purposely headed to present and define some important concepts that constitute the foundation basis of the paper so as to situate the reader to the key terms used throughout the paper. So, let us consider them in the following order.

1.1.1. Speaking

Several attempts have been made to define speaking. Therefore, Gert and Hans (2008, p. 207) advance that speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver by processing the statements in order to recognize their intentions. Yet, Sanaa (2013) defines speaking as "to express, every day, occurrence for most of us, and it's usually requires little

thoughts, efforts or preparation" (p. 32). Furthermore, Hedge (2000, p. 261, as quoted in Warda, 2015 p. 7) defines speaking as "a skill by which people are judged while first impressions are being formed."

Yet, another definition is given by Rebecca (2006, p.144) who states that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change.

From the definitions above speaking can be defined as a dynamic utilization of language to express thoughts between at least two individuals in which listeners and speakers need to interact by producing meaningful sounds. For this work it is adopted the definition given by Sanaa (2013) because seems to ample as far as this study objectives are concerned.

1.1.2. Speaking Skills

As regards this issue, there has been several but diverse opinions as far as speaking skills are concerned, to illustrate this, Brown, 1994; Burns and Joyce (1997) postulate that speaking skill is an interactive process of constructing meaning that involves producing and receiving and processing information. Whereas, Chaney (1998, p. 13) poses that speaking skills is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context" Considering the above three definitions, and considering the scope of this paper, whenever referring to speaking skill we shall resort to Chaney´s definition.

1.1.3. Foreign Language

The concept of foreign language is termed to refer to a language which does not make part of the "learner's immediate social context [or] one that might be studied as a curricular requirement" (Saville-Troike, 2006, p. 226). Moreover, and Richards & Schmidt (2010) define foreign language as "the language which is not officially recognized or has no official status as the native language of large numbers of people in a particular country, state or region". However, this study adopted the definition provided by Saville-Troike (2006) when referring to foreign language.

1.1.4. Strategy

Hornby (2010, p. 1528) defines strategy as a "plan that is intended to achieve a particular purpose [or] the process of… putting a plan into operation in a skillful way." Contrarily, Richards and Schmidt (2010, p. 559) defines strategy as "procedures used in learning, thinking, etc., which serve as a way of reaching a goal." Therefore, we shall resort to the definition provided by Richards and Schmidt.

1.1.5. Technique

The term technique in language teaching and learning in particular, has been termed as "a particular trick, stratagem, or contrivance used to accomplish an immediate objective" (Anthony, 1963, p. 83). Still, another definition provided by Richards and Schmidt (2010) states that "in teaching, [technique is] a specific procedure for carrying out a teaching activity, such as the ways a teacher corrects students' errors or sets up group activities" (p. 590).

In brief, the key terms previously defined are recurrently used throughout the paper and play a vital in the digestion of the paper. Yet, i tis important to emphasizes that the definitions are strictly linked with this paper´s objectives taking into account the research context whereby this study is pertained. Let us move to the next section which is about speaking as proceeds.

1.2. Speaking

Recent researches on language teaching have been earnestly focused on speaking skills development mostly in EFL classrooms. For instance, Ur (1991) considers speaking as one of the most important aspect in learning a language be it a foreign or a second language. As a matter of fact, the author states that "of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as speakers of that language." Under the current section we will look at some aspects found to be very important related to speaking, they are: theories of speaking, functions of speaking, purpose of speaking, elements of speaking, types of speaking, types of speaking

skills and importance of speaking. Let us then look at the theories of speaking as follows.

1.2.1. Theories of speaking

As abovementioned, this section considers the theories of speaking as discussed by varied specialists. As a matter of fact, and like any other subject, speaking has got some theories that support how it works or supposed to work efficiently. With attention to this, it is important first to note that theories are principles, philosophies, concepts and notions that underlie and governs a certain issue.

At first, Brown and Yule (1999, p.14) determines that speaking depends on the complexity of the information to be communicated. However, student sometimes finds it difficult to clarify what they want to say. Yet, Richard (2008, p.21) argues that the mastery of speaking skills in English is a priority for many second languages or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

Additionally, Willis (1996, p.7) argues that for oral language learning to happen, there should be some conditions that the author consider to be essential, and they are: the chance to practice the language, motivation, the exposure, and proper instruction. The author goes on asserting that learners need the opportunity to express their feelings or thoughts and to experiment in an encouraging surrounding using the language they have acquired without feeling intimidated by anyone or anything.

Besides this, Calderón (2021, p. 5) states that "although learning a new language involves the development of four basic skills (listening, speaking, reading, and writing), languages are mainly speech." Yet, Anuradha et. al, (2014, as cited in Calderón, 2021, p. 5) proclaims that a language is acquired by both listening and speaking. Considering the fact that speaking becomes the hardest skill to develop to language learners, Nunan (1999) explains that this happens due to two main factors.

Firstly, speaking occurs in real-time. And secondly, people are not able to edit and revise what they say.

Another essential point, Calderón (2021) discourages teachers in using teacher-centered approaches and outdated methods with very predictable activities mainly focused on translation, repetition, grammar, reading, and vocabular. Instead, the author recommends educators to integrate and use Communicative Language Teaching methods in order to guarantee real and authentic speaking experiences within the classroom. Let us pay attention to the functions of speaking as proceeds.

1.2.2. Functions of Speaking

Speaking has got different functions which both the speaker and listener should be aware of. This subsection deals with the functions of speaking. As an oral form of communication, speaking has got several functions. Brown & Yule (1983), speaking by its nature serves three main functions; talk as interaction, talk as a transaction, and talk as performance.

As abovementioned, speaking has got several functions that can be grouped into three main categories, and they overlap in the same point. Coincidently, Richards (2008, p.21) states that the functions of speaking are classified into three main categories such as; *talk as interaction*, *talk as transaction* and *talk as performance*. The author clarifies that **talk as interaction** has to do with daily conversations used in daily activities and/or in social interaction. Na example of this, is when people meet, exchange greetings, engage in small talk and recount some life lived the experiences. **Talk as transaction** in the contrary, is about the situation focusing on the meaning delivered or the message. To illustrate, like teachers teach students, etc. the third and last **talk as performance** refers to public talk which transmits information to an audience, an example of this is classroom presentations, public announcements, and speeches.

Additionally, Rahayu (2015, p.8) asserts that speaking is the ability to produce word, to express, to deliver thought, idea and feeling. In learning foreign language, speaking

is one of basic skills besides listening, reading, and writing. It is not an instant skill to be acquired. It needs a long process. Yet, the author goes on stating that the functions of speaking can be classified as *interactional* and *transactional* functions. Interactional functions serve to establish and maintain social relations whereas the *transactional* functions focus on exchange of information.

In the light of what has been said regarding the functions of speaking, it is clearly observed that the functions of speaking are strictly related to transmit and receive messages and maintain social relationships. As for the students at Complexo Escolar Nº 110, they have to develop both transactional and interactional aspects to speaking so as to be able to start and maintain conversations in English wherever they are or might be and whenever possible. Let us then move into the next aspect that looks at the purpose of speaking as proceeds.

1.2.3. Purpose of Speaking

The above subsection looked at the functions of speaking skills whereby was clearly presented that speaking helps the users of the language to transmit and receive messages as well as to maintain social relationships. Therefore, under this subsection we are going to see the purpose of speaking. with this in mind, Tarigan (1985, p. 16) notes that the purposes speaking is:

- To inform
- To entertain
- To persuade
- To discuss

In the same line of thought as far the purposes of speaking skills are concerned, the lynch and Anderson (n.d, as cited in Luoma, 2003, P. 118) they present a huge list of purposes of speaking in which we have selected some presented below:

- To maintain face-to-face interaction.
- To convey message to someone else.
- To talk about things that are largely familiar.

Coincidently, the functions and purpose of speaking seems to be intertwined and cannot be separated or disassociated, therefore, for EFL learners, it is of paramount importance to master and know the purpose and functions of speaking so as to be confident when it comes to interact with other speakers of English.

For example, the main purpose for learning a language is to be able to use it in social circumstances and relationships. That is to say, when asking for directions, or responding question, or taking parts of certain discussions and the like, the learner is fulfilling the purpose of speaking. In other words, most of the verbal utterances that can be made by speakers are under the purpose of speaking. Let us then consider the elements of speaking.

1.2.4. Elements of Speaking

With reference to the elements of speaking, some specialists such as; Lado (1977) and Hughes (2011) note that there are five components or elements of speaking that are generally recognized in analysis of speech process, they are:
- Pronunciation
- Grammar
- Vocabulary
- Fluency
- Brainstorming

Interactive brainstorming is mostly performed in group sessions. The process is useful for generating creative thoughts and ideas. Brainstorming helps students learn to work together, and above all, learn from each other (Knapen, 2018).

SharafEldein (2017, p. 6) notes that oral communication is based on some dominions such as grammatical competence which involves phonology, vocabulary, word and sentence formations, sociolinguistic competence which includes rules for interaction and social meanings, discourse competence which is pertaining to cohesion and how sentences are linked together, finally strategic competence which involves compensatory strategies to use in difficult situations.

That is to say, to speak correctly English, EFL learners have to pronounce correctly the words or expressions in order to be understood, must also have certain domain of the grammar to transmit coherent utterances to avoid communication barriers, must also have the knowledge of words, once nothing can be conveyed without vocabulary and also speak without hesitation or stumble during conversations and comprehend other people´s messages. Let us look at the types so speaking which is the next point.

1.2.5. Types of Speaking

As far as this issue is concerned, researchers have broken speaking into six main types whereby all speeches occur. To illustrate this, Brown (2007) and (Marzuki,Prayogo, & Wahyudi, 2016) mutually list the types of speaking in the following way:

- **Dialogue** – which refers to conversations among two or more people whose main purpose is conveying or exchanging specific information.
- **Imitative** – refers when learners listen from teachers and/or native speakers' speech by tape recorder, videos and then practice.
- **Intensive** – refers to pronunciation or phonological aspect that learners should know the meaning to respond certain tasks.
- **Responsive** – refers to the responding to questions asked by someone., when learners respond to the questions of the teachers in the classroom.
- **Interactive** – interactive speaking refers to conversations between two or more people.
- **Extensive** - which involves a wide range of speech production. i.e., oral report, speech, summaries and storytelling.

The above types of speaking are a clear demonstration of how oral communication can occur among speakers and so on.in other words, it can be simple or complex.it is simple when the speaker or student responds to the teacher or seeks for a specific information whereas it becomes complex when students are asked to elaborate

summaries or orally report an event which will require them to explore a little bit deeper the language. Let us now move to the types of speaking skills as follows.

1.2.6. Types of Speaking Skills

With reference to this, Brown (2000, p. 272) presents a resourceful list of speaking skills that EFL learners are expected to develop in the process of learning the language as proceeds.

➢ Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours

➢ Produce reduced forms of words and phrases.

➢ Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.

➢ Produce fluent speech at different rates of delivery.

➢ Monitor own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.

➢ Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms

➢ Produce speech in natural constituents in appropriate phrases, pause groups, breath groups, and sentences

➢ Express a particular meaning in different grammatical forms

➢ Use cohesive devices in spoken discourse

➢ Accomplish appropriately communicative functions according to situations, participants, and goals

➢ Convey links and connections between events and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification

➢ Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings

➢ Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words,

appealing for help, and accurately assessing how well your interlocutor is understanding you.

The above types of speaking skills are common and recurrent aspects that mature speakers use and/or do in their daily conversations. That is to say, learners should not only know the words and their meaning but also be able to use it in different situational contexts (formal and informal) in order to be confident wherever they might find themselves in terms of social interactions. Let us then consider the importance of speaking either in EFL classroom or in daily activities as follows.

1.2.7. Importance of Speaking

As previously established, in the current subsection we will look at the importance of speaking, several comments and many studies have been carried out as far as the speaking importance is concerned, to illustrate this, oral proficiency in English is considered to be a very crucial element in learning a language be it a foreign and/or second language. In other words, to be able to communicate in any language particularly in English is very essential nowadays since it is a worldwide spoken language, and it is also acknowledged as the idiom of business, science, and technology and so on.

For instance, Al Hosni (2014, p. 22) state that "speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt." Besides, Leong & Ahmadi (2017, p. 35) reinforce the prominence of speaking skills in asserting that "speaking helps learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas; say stories; request; talk, discuss, and show the various functions of language. Speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies."

That is to say, good speaking skills apart from letting one to express his/her ideas freely with others, can also open doors for professional success and many other

opportunities in this current and competitive world, furthermore, is the language of global citizens used everywhere in the planet. Thus, making students develop effective speaking skills in English language is making them realize and have the notion that global citizens have their own global language which is English language.

Similarly, people who have the ability to speaking in English without shyness are prone to be better in sending and receiving information or message to other people. Moreover, considering the prominence of speaking in any language learning, it is then fundamental for the teachers to find ways and mechanisms to engage their learners develop speaking in the classroom by implementing activities which will capture the interest of the learners in participating in the activities.

In sum, speaking is the one of the most important skills to be learnt in EFL learning, thus, it is fundamental for the learners to know its functions, purposes, types and importance so as to engaged in mastering these skills to be able of share and receive information inside and outside of classroom. Let us then look at the factors that affect EFL speaking skills which the proceeding point.

1.3. Factors Affecting EFL Speaking Skills

As stated above, the present section is aimed to present and discuss the factors that affect EFL speaking skills, therefore, it is important to emphasize that these factors appear to be of varied categories, that is to say, there are several factors that affect speaking skills development. Thus, we shall look at some of them found very influential and commons.

As a matter of fact, Yaseen (2018) conducted a study which examines the factors affecting Grade 10 EFL Students in Jordanian Private schools. The sample consisted the number of 150 Grade 10 of students, male and female, data was collected through a mixed design of qualitative and quantitative data. The results revealed that there are some prominent factors that affect learners EFL speaking skills, such as anxiety, lack of motivation, lack of encouragement, fear of criticism by peers.

Subsequently, Morales (2020) conducted a study which analyzed the different factors that affect the development of the speaking skill in English, in the students of eleventh Grade "A", at Augusto Cesar Sandino-Managua, Second Semester 2019. For that purpose, a class observation, teacher´s interview and a survey to the students were used as instruments for data collection, the results revealed that teaching techniques, lack of motivation and teacher´s feedback was pointed out as the most affecting factors for speaking skills development.

Alrasheedi (2020) investigated the psychological factors which affect learners' speaking performance and found that shyness, peer pressure, anxiety, and fear of making mistakes along with paucity of necessary vocabulary, lack of exposure to the target language, and scarce opportunities to practice speaking outside the classroom were the most pointed factors that hinder students´ speaking skills development. In the same line of thought, Ariyanti (2016) after have investigated the psychological barriers faced by Indonesian students which affected their speaking performance, the researcher concluded that the psychological factors that hinder students' performing in speaking English language are possibly caused by the feeling of too worried of making mistakes and the lack of self-esteem which are related to shyness and their anxiety level.

Basing on the aforementioned studies, it seems worthy to state that the factors affecting EFL speaking skills can be summarized in the following way:
- Anxiety
- Lack of motivation
- Lack of encouragement
- Fear of criticism by peers.
- Teaching techniques
- Teacher´s feedback
- psychological factors such as; shyness, peer pressure, anxiety, fear of making mistakes.
- Paucity of necessary vocabulary

- Lack of exposure to the target language
- Scarce opportunities to practice speaking outside the classroom
- Lack of self-esteem

Thus, it is very important to create a very welcomed and friendly environment in the classroom, and building rapport to make the learning atmosphere healthy in order to mitigate the adverse constraints derived from the above listed factors, this will encourage the slow and shy learners to participate in the activity and boost their morale which will in turn be reflected in the maximization of language learning more specifically speaking skills development.

In brief, learners EFL speaking skills are affected by several factors such as anxiety, lack of motivation, lack of encouragement, fear of criticism by peers teaching techniques, teacher´s feedback, psychological factors, feeling of too worried of making mistakes, lack of self-esteem and shyness, thus it is important to be aware of these factors so as to prevent and minimize their impact in language learning process by adopting measures that elevates learning in the classroom in its highest level. Let us look at the strategies to enhance EFL speaking skills in the classroom.

1.4. Strategies to Enhance EFL Speaking Skills

As stated above, the current subsection is purposely headed to look at strategies that enhance speaking skills in the classroom, accordingly, Pratama and Awaliyah (n.d) have investigated the strategies to teach speaking. Three research instruments namely: observation, interview, and written document were used to collect both qualitative and quantitative data. The results of the study have revealed that teachers use several strategies when teaching speaking such as, role play, watching videos, jazz chant, digital storytelling, games, and repetition

In addition, Rianingsih (2015) conducted a descriptive qualitative research which sought to investigate the teachers´ strategies in overcoming students' difficulties in speaking English language at English Intensive Program. The results revealed that the strategies in teaching speaking as pointed by the participants are: lecturing,

review, sharing, discussion and telling story debate, role play, prepared talks, interview, games and brainstorming. It was also found out that the teacher strategy in overcoming students' difficulties at English Intensive program has good impact to the students' response.

Yet, Morales (2020, p. 16) emphasizes that "It is necessary for certified, qualified and competent teachers. So, to upgrade themselves and keep competent for which it is necessary to continue their research activities by participating in seminars, conferences, and workshops. Special attention must be paid to ensure that the Language Teachers have a very good command of English Language"

However, it important to make it clearer that the concept of strategies may vary from individual perspectives, that is to say, there is not a common sense what the strategies to develop speaking skills in the classroom are. For this reason, is necessary for teachers to look for the strategies that will best match their teaching objectives along with the students' needs. In other words, teachers can, and should, improve learners' speaking skills and communication strategies, by adopting strategies that persuade and oblige learners to speak in the classroom.

In summary, the strategies to develop EFL speaking skills in the classroom are varied and depend from teacher to teacher as well as context from context, thus, teachers should adopt the strategies that will best match their teaching objectives along with the students' needs. Let us consider the speaking skills techniques to enhance oral competence in the classroom.

1.5. Practical Techniques to Enhance Speaking Skills in the Classroom

The above section pertained to the strategies to enhance speaking skills, similarly, in the current section we shall look at the techniques after having looked at the strategies.

First thing to remember, Haozhang (1997, as cited in Al Hosni, 2014, p. 22) state that "language teaching techniques in the classroom should aim at maximizing individual language use." On the negative side, Al-Abri (2008, cited in in Al Hosni, 2014, p. 25)

states that some English textbooks lack oral activities which consequently will be reflected in a strong reason for students' difficulties in speaking. With this in mind, the author encourages teachers and instructors to include some "oral activities in the form of songs, rhymes, and simple stories and more conversational language to enable students to have more fun and enjoy learning to improve their speaking skill."

Therefore, there are many techniques ESL/EFL teachers can adopt or adapt to develop speaking skills in the classroom, among them we have some like dialogues, songs, poems, rhymes, choral revision, and chants. As an illustration, for students to be able to use English to communicate will need many speaking lessons, the presentation of new vocabularies should be done orally with wide-ranging support of pictures, drawings, puppets, realia, video, and/or mime, gesture, facial expressions or acting out (Imane, 2016; Rao, 2019).

Additionally, Rao (2019, p. 186) schematize the techniques for teaching speaking in the following way: choral repetitions, initial activities, substitution drills, question and answer drills (Q & A), pictures, information-gap activities, rhymes, songs, chants & poems, language games, and collaborative. Important to realize, although the techniques to develop speaking skills in the classroom seems to be varied, below there is a summary of some techniques that can be used in the classroom.

1.5.1. Role Play

Role play enables them to disclose their problems. It allows them to be spontaneous and to free their creative energy. That is to say, role playing is another way to get students to express themselves. According to Ur (1984) "role play […] is used to refer to all of activities where learners imagine themselves in situation outside the classroom […], sometimes playing the role of someone themselves, and using the language appropriate to this new context" (p. 131). Furthermore, role play is: emphasized as an individual's spontaneous behavior reacting to others in a hypothetical situation.

For example, in this type of activity, students will have the chance to participate in tasks which directly express their daily activities such as: *asking for directions*, or *asking for the menu in the restaurant* or even acting like client in given commercial center. Needless to say, it can be done in pair or in groups whereby one can act as client and other as waiter in a restaurant.

1.5.2. Describing Pictures

Picture description is powerful technique to use if teachers are eager to turn their learners into good speakers. it can be done be using one or many pictures as part of the activity. Here the teacher may show a single picture to learners and ask them to describe everything in the picture, and repeat the same technique with all the pictures (Manuel 2017, p. 24). The teacher must encourage everyone to say something about what they see in the shown pictures. However, the teacher should bring in the classroom the picture which match with the vocabulary level of the learners.

It is important to emphasize that this activity can either be in pairs, groups or individually. When done in group or in pairs, the teacher gives different pictures to formed groups or pairs, learners in their turn discuss the pictures amongst them (with the elements of the group) then each group and/or pair describes their picture(s) to the whole class. This activity is also believed to fosters students' creativity and imagination as well as public speaking skills.

1.5.3. Listening and Repeating (Imitation)

Listen is very important in learning a foreign language. By listening learners refine their speech by incorporating the correct form of pronouncing the vocabularies. This is also an activity that highly recommended for foreign language learners because it pay strongly attention on pronunciation aspects/features (e.g. word/sentence stress, stressed and unstressed positions, rhythmic structure and intonational contours etc.), the teacher may bring into classroom voice/audio recorded English native speakers' files or quasi-native for the learners to listen and imitate to familiarize them with foreign accent (Manuel 2017, p. 23). Moreover, learners can also listen from the teacher and imitate whenever needed.

The teacher asks student to listen to an extract of a recorded file on a specific topic (e.g. weather, clothes, or food and drinks) of a native or quasi-native accent which encourage repetitions from listeners. (e.g., *Listen and repeat*). The teachers can also write on the board the important vocabularies and highlighting or underline the stressed words.

1.5.4. Discussion / Conversation

Discussion is the most common speaking activity, one form of communicative interaction activities. In general, under this activity, learners talk about everything (under the topic given by the teacher) and express freely their opinions or ideas. It is an exchange of views for the sake of "the communication and of the communicative continuum" (Harmer, 2001, p. 273).

For example, the teacher writes a certain topic such as; *importance of technology in education; importance of water, advantages and disadvantages of using telephone in adolescence* and students will be expected to give their opinions freely.

1.5.5. Information Gap-activities

Information gap is a communicative task which aims exchange information in the classroom, and this exchange can occur via teacher/learner and learner/learner. Communicative practice imposes some sorts of information gap where one student is having an information and the other does not, Imane (2016). Moreover, Rao (2019) details the positivity of information gap activities in the development of speaking skills on stating that:

> In information gap activities, the learners have to complete the given task or activity as the complete information is not given there. Here, the learners have to supply the missing information. While conducting such activities, the teachers should divide the classroom into pairs or groups or teams so that the young learners discuss among the partners of their pairs or groups or teams. Once the discussion is over, the young learners will be in a position to fill the gaps in the given tasks or activities. Then they will get success in

filling the gaps by speaking the complete and meaningful sentences in the classroom. In fact, information gap activities provide the young leaners an opportunity to hone their real-world speaking skills and also give them a chance to become expert speakers (p. 188).

This activity is also highly praised in EFL classrooms when it comes to foster students speaking skills.

For example, an extension of information gap activities is suggested in stories where the teacher provides his learners with an unfinished story and it depends on the rest of the class to guess and discuss the way it ends resorting to their opinion.
In another gap activity, students can be given incomplete dialogue and they have to complete it using their imagination and creativity.

1.5.6. Communication Games

For Hadfield (1987) games are another type of activities which are considered as an important activity of language program in EFL classroom. For this type of activity, the teachers should introduce various games to the young learners in order to involve them to improve their speaking skills in an enjoyable and fun-filled environment as defended by Rao (2019).

Therefore, before using this technique, the teachers should clarify the rules of the game so as to facilitate learners to be aware of what they are going to do. The most recommendable games are those that will require learners to verbalize their responses.

To illustrate, the teacher can use numbers or even the months of the year. Such as; the teacher says **one**, and the indicated student will be expected to tell the following number which **two**, and all the students must follow this sequence. Is considered out who fails in telling the following sequence.

1.5.7. Storytelling

Storytelling may be a useful teaching strategy to help elementary students to develop their oral production level. Although it is termed to be one of the traditional

techniques, it can still be used within EFL classrooms in modern days to enhance young learners speaking skills once it integrates both the art of telling stories and listening, in other words, listening and speaking skills, (Imane, 2016).

For instance, this activity can be done by making students listen to a specific selected story (short stories, better), and the students at the end should be able to retell or even resume the story in their own words.

1.5.8. Stimulation

Stimulation is defined as students stimulate real life encounter […] as if they were doing, so in the real world […] as themselves (Harmer, 2001, p. 274). In other words, in stimulation activities the individual participation speaks and react as themselves, but the group role situation and a task they are given is an imaginary one, Harmer (2001).

In this type of activity, learners are expected to show their agreement or disagreement as well as their opinions on the task given to them. Moreover, this can be manifested by commenting on the behavior of a particular character of a certain story, or even reacting to end of a story using learners' reflections.

1.5.9. Interview

Contrarily to stimulations, interviews are another type of classroom speaking activities. Students can conduct interviews on different forms. The most common cases are when all the class notice one student in the top of the classroom to be asked by them some questions, Imane, (2016).

By responding and asking questions (interviewing peers) Leaners will undoubtedly be encouraged and forced into a certain extend to speak. Here learners can be asked to interview about their colleagues' personal information, likes and dislikes and so forth.

For example, two students can be selected to perform a dialogue following a certain criterion of questions to inquire and the inquired student respond all the questions he

does the same to his inquirer. It is the right activity to make students to speak and engaged in the classroom.

1.5.10.   Dialogue

Similar to discussions and interviews, dialogue is one form of the communicative speaking activities in which the learners exchange their thoughts or ideas about different topics. Dialogues are supposed to be done either in pairs or group work, Imane (2016). Normally, this activity is done when learners interpret a conversation between two people e.g. **person A**, and **person B**.

Therefore, teacher should not ignore the activities for teaching speaking in EFL classrooms because their will unquestionably serve as an anchor for them as well as their learners. To illustrate this, Baker and Westrup (2003, p.5) presents the three important reasons to practice speaking during a lesson:

- ❖ Speaking activities can reinforce the learning of new vocabulary, grammar or functional language;
- ❖ Speaking activities give students the chance to use the new language they are learning; and
- ❖ Speaking activities give more advanced students the chance to experiment with the language they already know in different situations and different topics.

In short, it is important to ascertain that, the techniques to develop learners speaking skills in EFL classrooms are severally varied. However, knowing them all or almost, will be vital for teachers so as to avoid the unnecessary and repeatedly overuse of single techniques.

All in all, the current Chapter has reviewed the existent literature on the strategies to enhance EFL speaking skills. the Chapter shed also light on some speaking activities which foster speaking skills in EFL classrooms and help learners to enhance their communicative competence and use English language freely and confidently.

The chapter was divided into five main sections. The first was about the definition of the key terms. The second presented an overview about speaking and some important aspects as far as speaking is concerned. The third discussed the factors affecting EFL speaking skills. The fourth focused on the strategies to enhance EFL speaking skills. The fifth and last section detailed the techniques to enhance EFL speaking skills. After having gone through all the aspects discussed so far and throughout this chapter, it is then worth conclude the that:

First, speaking is the one of the most important skills to be learnt in EFL learning, thus, it is fundamental for the learners to know its functions, purposes, types and importance so as to engaged in mastering these skills to be able of share and receive information inside and outside of classroom.

Second, learners EFL speaking skills are affected by several factors such as anxiety, lack of motivation, lack of encouragement, fear of criticism by peers teaching techniques, teacher´s feedback, psychological factors, feeling of too worried of making mistakes, lack of self-esteem and shyness, thus it is important to be aware of these factors so as to prevent and minimize their impact in language learning process by adopting measures that elevates learning in the classroom in its highest level.

Third, the strategies to develop EFL speaking skills in the classroom are varied and depend from teacher to teacher as well as context from context, thus, teachers should adopt the strategies that will best match their teaching objectives along with the students' needs.

Fourth, it is important to ascertain that, the techniques to develop learners speaking skills in EFL classrooms are severally varied, teachers should bring in the classroom techniques that will improve their students´ speaking skills.

Having finished with this chapter, let us then move to following chapter which will present in detail the research methodology employed in this study.

CHAPTER TWO: RESEARCH METHODOLOGY

CHAPTER TWO: RESEARCH METHODOLOGY

2.0   Introduction

The previous chapter has reviewed the existent literature on the techniques to enhance EFL speaking skills in the classroom, after an exhaustive and thoroughly in-depth exploration of the previous studies, it has been concluded that;

First, speaking is the one of the most important skills to be learnt in EFL learning, thus, it is fundamental for the learners to know its functions, purposes, types and importance so as to engaged in mastering these skills to be able of share and receive information inside and outside of classroom

Second, learners EFL speaking skills are affected by several factors such as anxiety, lack of motivation, lack of encouragement, fear of criticism by peers teaching techniques, teacher´s feedback, psychological factors, feeling of too worried of making mistakes, lack of self-esteem and shyness, thus it is important to be aware of these factors so as to prevent and minimize their impact in language learning process by adopting measures that elevates learning in the classroom in its highest level.

Third, the strategies to develop EFL speaking skills in the classroom are varied and depend from teacher to teacher as well as context from context, thus, teachers should adopt the strategies that will best match their teaching objectives along with the students' needs.

Fourth, it is important to ascertain that, the techniques to develop learners speaking skills in EFL classrooms are severally varied, teachers should bring in the classroom techniques that will improve their students´ speaking skills.

Therefore, the aim of this current Chapter is to describe the research methodology employed in this study. And it consists of two main sections. The first section describes in depth the methodology, and the second section presents the results obtained from the research instruments.

2.1   Methodology

The current section presents the research methodology used to collect data to answer the following research questions:

- ❖ What are the factors affecting EFL speaking skills enhancement in Grade 9 at Complexo Escolar Nº110 – Lubango?

- ❖ What are the types of EFL speaking skills in Grade 9 at Complexo Escolar Nº110 – Lubango?

- ❖ How to enhance EFL speaking skills in Grade 9 at Complexo Escolar Nº110 – Lubango?

To the end, the section is divided into four subsections. The first is going to describe the research context whereby this study is pertained, following the brief details of the participants of the study as well as the information regarding the period of the study, finally the description of the methods and procedures adopted for the abovementioned goals. Now let us then take each point at time.

2.1.1. Research Context

The Complexo Escolar Nº110 – Lubango is located in the city of Lubango. The school is a public government institution that prepares students for secondary schools in varied areas according to the Presidential Decree (Decreto Presidencial nº 29/2010).

Additionally, students have three hours of English language per week which sums up a total of 2 hours and 15 minutes per week. The main reference material in use for grade 9 are Get Ahead in English (9th grade) and Step by Step in English, however, apart from these materials, teachers can also explore other relevant materials. After having described the research setting whereby the study was conducted, in the next section, the participants characteristics are detailed.

2.1.2. Participants

The current study was carried out at Complexo Escolar Nº110 – Lubango (Grade 9 students and teachers). Equally important, there are over 279 Grade 9 students enrolled in this academic year and 2 teachers of English in two periods, namely morning and afternoon, from which we sampled 45 students, with regard to the teachers' population, there was no need to sample them

because their number was too much reduced and we worked with the 2 teachers.

Moreover, the sampling technique used to select the sample was systematic sampling which is similar to simple random sampling, but it is usually slightly easier to conduct. In this type of sampling, every members of the population are listed with a number, but instead of randomly generating numbers, individuals are chosen at regular intervals as stated by (Dowson, 2007) and Huberman (1994, as cited in Punch, 2006, p. 50).

2.1.3. Period of Study

The research study was carried out in April 2022, but prior to that, there was a need of pilot study which served to test the research instruments in terms of objectivity, consistency and validity. To this end, the pilot study was conducted with an experienced ELT teacher from ISCED-Huila "the Highest Teacher Training Institution" of Huila´s Province, which helped significantly to make some change and adjustments in terms of applicability of the instruments. The following subsection will be about methods adopted within this study.

2.1.4. Methods

In order to achieve the objective of this study, questionnaire has been adopted as data collection method. To emphasize, questionnaire was chosen because provides evidence of patterns among the large populations and is objective and cheap in terms of data collection (Harris and Brown 2010; Dornyei, 2007). yet, apart from providing practical and reliable information, questionnaire is also prone to provide information from a large portion of a group which can be analyzed more scientifically and objectively that other forms of research, and questionnaire in relation to other types of instruments, are cheaper, faster and anonymity is likely to be seriously taken into consideration (Milne, 1999).

2.1.4.1. Teacher Questionnaire

As far as teacher questionnaire is concerned, the main purpose of this subsection is to briefly detail out how this research instrument was designed and the procedures carried out until its accomplishment. Thus, let us then consider the design of the teacher questionnaire as detailed below.

2.1.4.1.1. Design of the Teacher Questionnaire

As previously referred, it was found crucial to design the teacher questionnaire (*see Appendix I*) which aimed to collect relevant and reliable data from the teachers. In fact, the pilot study which was undertaken with the ELT experienced teacher from ISCED-Huila before the full study played an important role in terms of its structure, content and completion.

Some questions needed reformulation. For example, question 4 had to be reformulated to avoid ambiguity, some other aspects sought to be important such as; *please tick and the option "other(s)"* in questions 4, and 5 were also added. It is needless to say, the first version of teacher questionnaire comprised a total of 8 questions (open-ended and close-ended). Finally, and as a result, the changes and suggestions made the final version of the teacher questionnaire comprised a total of 7 questions. After considering the design of teacher questionnaire let us then consider its procedures.

2.1.4.1.2. Procedures

The questionnaire was distributed to the teachers at Complexo Escolar Nº110 – Lubango. The objective of the questionnaire was to gather information on the way speaking skills are taught in Grade 9 at Complexo Escolar Nº110 – Lubango. What is more, the teachers received the questionnaire and returned it a day after. Let us then consider the design of the student questionnaire.

2.1.4.2. Student Questionnaire

As referred above, this subsection deals with a research instrument administered to Grade 9 students which sought to explore their opinions on the way speaking skills are taught in at Complexo Escolar Nº110 – Lubango (*see Appendix II: Student Questionnaire*). Prior to that, it had to be firstly designed. Let us then move into the design of the student questionnaire as proceeds.

2.1.4.2.1. Design *of Student Questionnaire*

As far as student questionnaire design is concerned, before having the final version of the student questionnaire, there was a pilot study as previously referenced with an ELT experienced teacher from ISCED-Huila which suggested significant improvement on the instrument in terms of its structure, content and completion. In other words, inappropriate and challenging aspects

were deleted and some had to be rewritten as recommended such as; the biographical information had to be included, question 4 had to be adjusted according to the teacher questionnaire. Other aspects such as; *please tick and the option "other(s)"* in questions 4, and 5 were also added. Lastly but not the least, the final version of the student questionnaire had to be translated into Portuguese their language in order to make them feel comfortable and understand the questions of the instrument. Yet, secrecy and privacy for their responses were extremely observed and guaranteed Let us then focus on the procedures as follows.

2.1.4.3. Procedures

Similar to the teacher questionnaire, the student questionnaire was administered 45 students. Fortunately, all students returned the questionnaires after 2 hours later, they constituted the total sample (100%) of the study. After looking at the first part pertaining to methodology, let us then consider obtained results.

2.2. RESULTS

The previous section described the research methodology used to collect data for this study. Therefore, the aim of this section is to present the factual report of the results obtained from teachers and students correspondingly.

2.2.1. Teacher Questionnaire

A total of three questionnaires were applied to three teachers of English language. Fortunately, the participants responded their questionnaires and returned on the agreed day whose results are revealed below.

2.2.1.1. Biographic Information

This subsection is aimed to present the participants' preliminary information such as; age, gender and English teaching experience.

Question 1: *What is your age range?*
As can be seen, the results reveal that one (1) participant that corresponds 50% age ranges from 36-40 and the other one (50%) the age is above 40 years old.
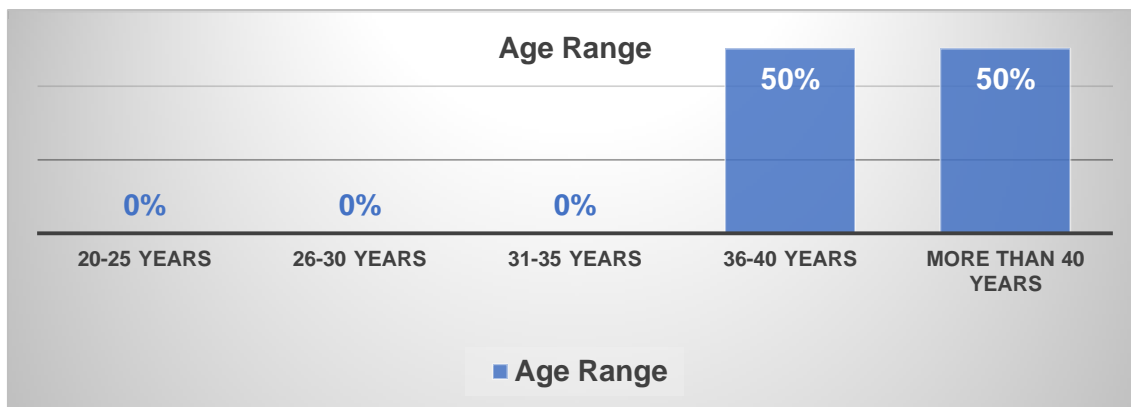
Graph 1: Teachers' age

Question 2: *What is your gender?*

With reference to this particular question, the results reveal that one of the respondents is a male (50%) and the other one is female (50%).

Question 3: *How long have you been teaching English?*

Referring to this particular question, the results reveal that the two teachers have been teaching English language for more than 12 years.

Question 4: *What are the factors affecting EFL speaking skills enhancement in your classroom?*

As we can see in Table (1), the obtained results reveal that *teaching techniques* (2), *scarce opportunities to practice speaking outside the classroom* (2), *lack of self-esteem* (2), *fear of making mistakes* (2), and *paucity of necessary vocabulary* (2) are the main factors affecting EFL speaking skills enhancement in the classroom. Nonetheless, the results also indicate that *teacher's feedback* (2), *psychological factors* (1), *lack of encouragement* (1), and *fear of criticism by peers* (1) do not affect EFL speaking skills enhancement at all.

Factors	Response	Not at all	Very Little	Somewhat	Very Much
a) Anxiety	Response	0	1	1	0
b) Lack of motivation	Response	0	1	1	0
c) Lack of encouragement	Response	1	0	1	0
d) Fear of criticism by peers.	Response	1	0	0	1
e) Teaching techniques	Response	0	0	0	2
f) Teacher´s feedback	Response	2	0	0	0
g) Psychological factors	Response	1	1	0	0
h) Shyness	Response	0	0	1	1
i) Peer pressure	Response	0	1	1	0
j) Fear of making mistakes	Response	0	0	2	0
k) Paucity of necessary vocabulary	Response	0	0	2	0
l) Scarce opportunities to practice speaking outside the classroom	Response	0	0	0	2
m) Lack of self-esteem	Response	0	0	0	2

Table 1: Teachers' opinions on the factors affecting EFL speaking skills enhancement

Question 5: *What types of speaking skills do you focus on in your EFL lessons?*

As Table 2 results illustrate, produce reduced forms of words and phrases (2), use an adequate number of lexical units (words) in order to accomplish pragmatic purposes (2), produce fluent speech at different rates of delivery (2), Monitor own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message (2), use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms (2), express a particular meaning in different grammatical forms (2), use cohesive devices in spoken discourse (2) and Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you (2) are the most believed types of speaking skills learner should enhance in the classroom.

Types of speaking skills	Response	Not at all	Very little	Somewhat	Very much

		Not at all	Very little	Somewhat	Very much
a) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours	Response	0	1	1	0
b) Produce reduced forms of words and phrases.	Response	0	0	2	0
c) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.	Response	0	0	0	2
d) Produce fluent speech at different rates of delivery.	Response	0	0	0	2
e) Monitor own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.	Response	0	0	0	2
f) Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.	Response	0	0	0	2
g) Produce speech in natural constituents in appropriate phrases, pause groups, breath groups, and sentences	Response	0	0	2	0
Types of speaking skills	**Response**	**Not at all**	**Very little**	**Somewhat**	**Very much**
h) Express a particular meaning in different grammatical forms.	Response	0	0	0	2
Use cohesive devices in spoken discourse	Response	0	0	2	0
i) Accomplish appropriately communicative functions according to situations, participants, and goals	Response	0	1	0	1
j) Convey links and connections between events and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification	Response	1	0	1	0
k) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey	Response	0	1	0	1

meanings					
l) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.	Response	0	0	2	0

Table 2: Teachers' response on the types of EFL speaking skills

Question 6: *What are the techniques adopted by you to develop speaking skills?*

The results from Table 3 shows that the most pointed out techniques to develop speaking skills in the classroom are: *describing pictures* (2), *listening and repeating* (2), *information-gap activities* (2), *dialogues* (2) followed by *discussion/conversation* (1), and *role play* (1). Contrarily, *stimulation* (2) do not develop speaking skills at all in the classroom.

Techniques	Response	Not at all	Very Little	Somewhat	Very Much
a) Role play	Response	0	0	1	1
b) Describing pictures	Response	0	0	0	2
c) Listening and repeating	Response	0	0	0	2
d) Discussion/conversation	Response	0	0	1	1
e) Information Gap activities	Response	0	0	0	2
f) Communication games	Response	0	0	2	0
g) Storytelling	Response	0	1	1	0
h) Stimulation	Response	2	0	0	0
i) Interview	Response	0	1	0	0
j) Dialogues	Response	0	0	0	2

Table 3: Teachers' response on techniques to develop EFL speaking skills

Referring to question 7, teachers also emphasized that lack of conditions in some schools create difficulties in teaching English and as consequence of that

they cannot explore all activities to make their students able to speak fluently in a very satisfactory way. Yet, they suggested that students should be challenged to improve their listening and oral fluency by giving them more opportunities to interact in classroom activities. After presenting the results of the teacher questionnaire, let us consider the results of the student questionnaire as follows.

2.2.2. Student Questionnaire

Similar to the teacher questionnaire, under this subsection the gathered results from the student questionnaire are going to be presented. Equally important, A total of 45 questionnaires were applied Grade 9 students.

Question 1: *What is your age range?*

As can be observed on the results from Graph 2, all the 45 participants which correspond 100% their age ranges from 14-17 years old.
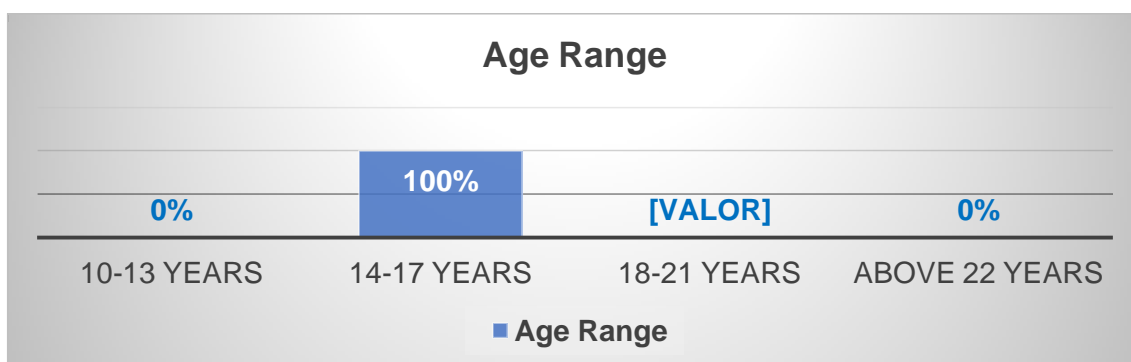
Graph 2: Student' Age

Question 2: *What is your gender?*

With reference to this question, the results from Diagram 1 reveal that 56% of the respondents are female whereas 44% are male.

Diagram 1: Students' gender

Question 3: *How long have you been learning English?*

As clearly shown in Diagram 2, 51% of students have been learning language for nearly 3 years whereas 38% have been learning English for 2 years, therefore, only 11% have been learning it for more than 5 years.

English Learning Experience

- 0-2 Years
- 3-5 Years
- Above 5 Years

11%

38%

51%
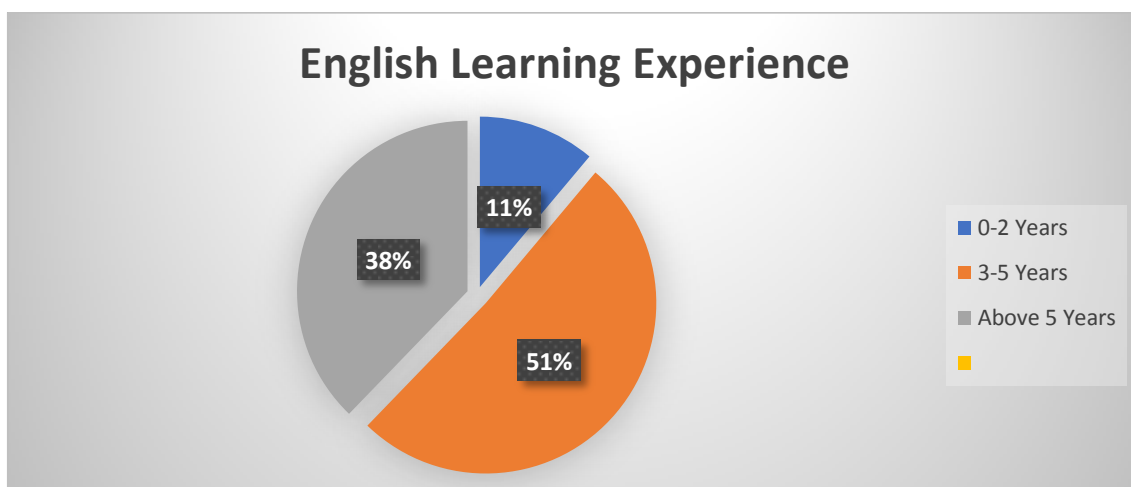
Diagram 2: Students learning experience

Question 4: *What are the factors affecting EFL speaking skills enhancement in your classroom?*
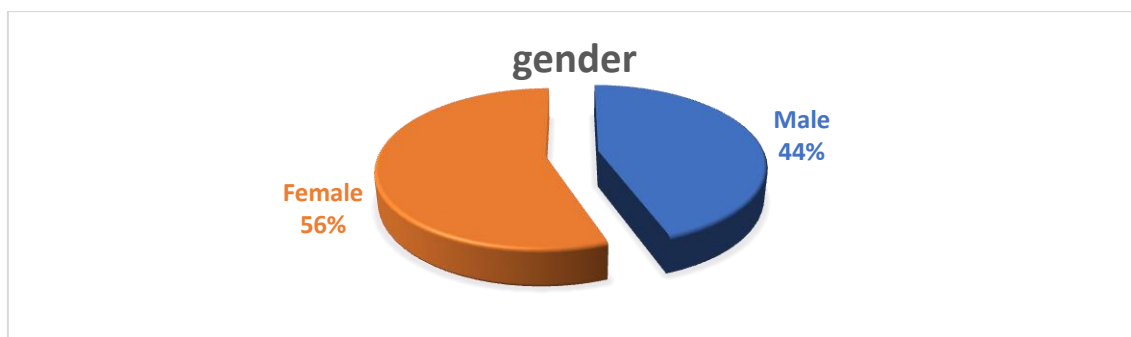
As we can see in Table (4), the results indicate that *scarce opportunities to practice speaking outside the classroom* (37.77%), *paucity of necessary vocabulary* (24.44%), fear *of making mistakes* (22.22%), and *lack of motivation (20%)* as main factors affecting EFL speaking skills enhancement in the classroom. Nonetheless, the results also indicate that *lack of self-esteem* (26.66%), *peer pressure* (28.88%), *psychological factors* (24.44%), *lack of motivation* (20%), *teacher's feedback* (20%), and shyness (20%) do not affect EFL speaking skills enhancement at all.

Factors	Response & Percentage	Not at all	Very Little	Somewhat	Very Much
a) Anxiety	Response	6	11	8	6
	Percentage	13.33%	24.44%	17.77%	13.33%
b) Lack of motivation	Response	9	12	4	9
	Percentage	20%	26.66%	8.88%	20%
c) Lack of encouragement	Response	3	7	9	6
	Percentage	6.66%	15.55%	20%	13.33%
d) Fear of criticism by peers.	Response	8	12	1	7
	Percentage	17.77%	26.66%	2.22%	15.55%
e) Teaching techniques	Response	5	8	5	6
	Percentage	11.11%	17.77%	11.11%	13.33%
f) Teacher´s feedback	Response	9	6	2	4
	Percentage	20%	13.33%	4.44%	8.88%

g) Psychological factors	Response	11	5	6	1
	Percentage	24.44%	11.11%	13.33%	2.22%
h) Shyness	Response	9	8	5	4
	Percentage	20%	17.77%	11.11%	8.88%
i) Peer pressure	Response	13	2	4	9
	Percentage	28.88%	4.44%	8.88%	20%
j) Fear of making mistakes	Response	8	7	3	10
	Percentage	17.77%	15.55%	6.66%	22.22%
k) Paucity of necessary vocabulary	Response	2	7	8	11
	Percentage	4.44%	15.55%	17.77%	24.44%
l) Scarce opportunities to practice speaking outside the classroom	Response	6	2	4	17
	Percentage	13.33%	4.44%	8.88%	37.77%
m) Lack of self-esteem	Response	12	5	4	2
	Percentage	26.66%	11.11%	8.88%	4.44%

Table 4: Student' opinions on the factors affecting EFL speaking skills enhancement.

Question 6: *What are the techniques adopted by you to develop speaking skills?*

The results from Table 5 shows that the most pointed out techniques to develop speaking skills in the classroom are: *listening and repeating* (42%), *dialogues* (37.77%), *discussion/conversation* (26.66%), *describing pictures* (22.22%), *information-gap activities* (22.22%), *communication games* (20%). Contrarily, *stimulation* (26.66%), *interview* (20%), and *role play* (20%) do not develop speaking skills at all in the classroom.

Techniques	Response & Percentage	Not at all	Very Little	Somewhat	Very Much
a) Role play	Response	9	6	6	2
	Percentage	20%	13.33%	13.33%	4.44%
b) Describing pictures	Response	5	12	10	3
	Percentage	11.11%	26.66%	22.22%	6.66%
c) Listening and repeating	Response	7	4	19	5
	Percentage	15.55%	8.88%	42.22%	11.11%
d) Discussion/conversatio	Response	6	6	12	4

n	Percentage	13.33%	13.33%	26.66%	8.88%
e) Information Gap activities	Response	3	10	10	6
	Percentage	6.66%	22.22%	22.22%	13.33%
f) Communication games	Response	6	8	9	2
	Percentage	13.33%	17.77%	20%	4.44%
g) Storytelling	Response	8	13	2	1
	Percentage	17.77%	28.88%	4.44%	2.22%
h) Stimulation	Response	12	4	4	2
	Percentage	26.66%	8.88%	8.88%	4.44%
i) Interview	Response	9	10	4	3
	Percentage	20%	22.22%	8.88%	6.66%
j) Dialogues	Response	5	8	17	5
	Percentage	11.11%	17.77%	37.77%	11.11%

Table 5: Students' response on techniques to develop EFL speaking skills

With reference to the final question (7) which open-ended, students suggested teachers to bring variety in the classroom such as: watching video lessons in order to practice and learn pronunciation, they also suggested teachers to pay more attention on their learning, and to implement more conversations and dialogues in the classroom so as to practice the language with their colleagues.

In short, this chapter has dealt with the aspects related to the research methodology used to conduct the investigation, and the presentation of the obtained results. For the purpose, it was divided into two main sections. The first dealt with methodology and the second section presented the obtained results from the instruments. Being so, in the proceeding Chapter, we shall analyze, discuss, and comment on the above results.

CHAPTER THREE: ANALYSIS AND DISCUSSION

CHAPTER THREE: ANALYSIS AND DISCUSSION

3.0. Introduction

The preceding chapter has dealt with the Research Methodology employed in this research study as well as the results obtained from it. Therefore, this chapter is aimed to analyze and discuss the obtained results in the previous chapter and establish the link between the former two chapters (i.e., Chapters I & II) considering the differences and similarities of what other researchers and found in relation to this study. That is to say, the prior two chapters are going to be brought into consideration in order to measure what experts said in the first chapter, and what the respondents of this study have said.

Needless to say, the previous chapter sought to find out answers for the following research questions:

4. What are the factors affecting EFL speaking skills enhancement in Grade 9 at Complexo Escolar Nº110 – Lubango?
5. What are the types of EFL speaking skills in Grade 9 at Complexo Escolar Nº110 – Lubango?
6. How to enhance EFL speaking skills in Grade 9 at Complexo Escolar Nº110 – Lubango?

In order to discover practical answers to the research questions, this chapter attempts to make an exhaustive and systematic analysis and discussion on the findings presented in the previous chapter. Furthermore, both teachers and students' results are going to be analyzed and discussed interchangeably. For this reason, the chapter is divided into three main sections: the first one is about the analysis and discussion of the results of the factors affecting EFL speaking skills enhancement in the classroom. The second analyses and discusses the types of EFL speaking skills, the third and last section is dedicated into analysis and discussion of techniques to develop EFL speaking skills. Let us then consider each abovementioned section at time as indicated below:

3.1. Factors Affecting EFL Speaking Skills

As stated above, this section is aimed at analyzing and discussing respondents (teachers and students) results on the factors affecting EFL speaking skills.

Prior to this, many are the factors that affect EFL speaking skills in EFL classrooms. As a matter of fact, Elbashir (2017) conducted a study which investigated the factors affecting students' speaking performance in classroom setting, the researcher adopted the descriptive analytical method. The results revealed that EFL teachers do not encourage their students to perform speaking activities in pair work. Moreover, EFL teachers do not give students class work to practice speaking performance. Students lack self-confidence to speak in English.

Surprisingly, the results from the teacher questionnaire (see Table 1) on the factors affecting EFL speaking skills development revealed that *teaching techniques* (100%), *scarce opportunities to practice speaking outside the classroom* (100%), *lack of self-esteem* (100%), *fear of making mistakes* (100%), and *paucity of necessary vocabulary* (100%) are the main factors affecting EFL speaking skills enhancement in the classroom. Contrarily, the results on the other hand indicate that *teacher's feedback* (100%), *psychological factors* (50%), *lack of encouragement* (50%), and *fear of criticism by peers* (50%) do not affect EFL speaking skills enhancement at all.

From the above results, we clearly see that teachers might have reported that *teaching technique* is the first factor that affect EFL speaking skills development in the classroom probably due to the fact that if the teacher does not know the right techniques to teach speaking or set up a good speaking lesson, he/she will not reach the objective of develop students' speaking skills. To illustrate this, if the teacher does not know to teach dialogues, or set up dialogues activities which push students to practice oral skills in the classroom, students will end the academic year or the course without sufficient oral skills proficiency. in like manner, referring to *scarce opportunity to practice speaking outside the classroom* as reported by teachers, this might be due to the fact in Angola particularly at Complexo Escolar Nº110 – Lubango where this research study took place, English is a foreign language and the only place for most students to practice English is within classroom.

With reference to other factor as reported by teachers which is *lack of self-esteem*, this lead us to infer that teachers do not praise students as often as

they should, yet, teachers should as much as they can praise students, motivate them so as to make them confident in order to increase their self-esteem, and this, coincidently, is related to another factor which is *fear of making mistakes* as reported by teachers and students, unmotivated students may feel unsupported to participate in speaking activities to avoid being annoyed by the colleagues, and peers, thus, it is crucial for teachers to be aware of strategies to correct students when committing mistakes so as not inhibit them or feel demoralized and discouraged in participating in speaking activities.

Additionally, another reported factor by the two groups is *paucity of necessary vocabulary*, this might be due to the fact that students are always exposed to the same vocabularies, or the increasing of new vocabularies in the classroom is ineffective, thus, appear to be relevant that teachers should teach students vocabulary as many as they need as much as possible.

Taking into account the students' results (see Table 4) the results indicate that *scarce opportunities to practice speaking outside the classroom* (37.77%), *paucity of necessary vocabulary* (24.44%), fear *of making mistakes* (22.22%), and *lack of motivation (20%)* are the main factors affecting EFL speaking skills enhancement in the classroom. Nonetheless, the results also indicate that *lack of self-esteem* (26.66%), *peer pressure* (28.88%), *psychological factors* (24.44%), *lack of motivation* (20%), *teacher's feedback* (20%), and shyness (20%) do not affect EFL speaking skills enhancement at all.

Therefore, it is important to emphasize that the results from teachers and students from Complexo Escolar Nº110 – Lubango are in accordance into some extend. That is to say, both teachers and students believe that fear *of making mistakes* along with *scarce opportunities to practice speaking outside the classroom* are common factors that imped speaking skills enhancement.

Contrarily, the results of the teachers and students' mismatch on some factors which are not mutually agreed to negatively influence speaking skills development in the classroom. For instance, the results from the teacher questionnaire highlights that *lack of self-esteem* along with *paucity of necessary*

vocabulary have a strong influence in terms of speaking skills development. Therefore, taking into account the students results, *lack of self-esteem* is not a factor that imped speaking skills development.

In sum, the factors that affect EFL speaking skills in the classroom are *scarce opportunities to practice speaking outside the classroom*, *paucity of necessary vocabulary*, fear *of making mistakes*, *lack of motivation, teaching techniques*, *lack of self-esteem.* Having considered the discussion and analysis of the factors affecting EFL speaking skills development, let us then look at the types of speaking skills as proceeds.

3.2. Types of Speaking Skills

As above-mentioned, this subsection aims at analyzing and discussing what respondents (teachers only) pointed out as types of speaking skills. To this end, the results of the teachers are analyzed and discussed as outlined below.

Prior to that, the types of speaking skills presented by Brown (2000, p. 272) constitute the priority for all EFL learners, in other words, knowing how to communicate in different situations by different peoples as well as using language for different/several purposes is the end of any course of language learning. Surprisingly, all the teachers reported that they do teach all the proposed types of speaking skills. This might mean that students at Complexo Escolar Nº110 – Lubango are being taught all the types of speaking skills which shows that teachers are focusing on different number of lexical items for topics, which covers vocabulary items like; numbers, fruits, clothes, colors and so forth.

As Table 2 results illustrate, produce reduced forms of words and phrases (100%), use an adequate number of lexical units (words) in order to accomplish pragmatic purposes (100%), produce fluent speech at different rates of delivery (100%), monitor own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message (100%), use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms (100%), express a particular meaning in different grammatical forms (100%), use cohesive devices in spoken discourse (100%) and develop and use a

battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you (100%) are all listed as types of speaking skills learner should enhance in the classroom.

As we could notice from the above results regarding the techniques students are expected to develop: (1) produce reduced forms of words and phrases. pertaining to this, teachers might have reported this technique due to the fact that most English speakers use reduced forms in their oral communications. For example, in oral communications it is usual for native speakers and/or quasi-native say *it's* instead of *it is*, *I´m gonna be there too*, instead of *I am going to be there too*. That is to say, English language learners from Complexo Escolar Nº110 – Lubango should develop this skill in order to understand any reduced forms in oral communications. (2) use an adequate number of lexical units (words) in order to accomplish pragmatic purposes this might have been reported by teachers due to the fact that teachers have the notion that the primary objective in learning a language it to communicate. Thus, using adequate words, expressions or vocabularies in any interpersonal communication is one of the skills required from language learners and users.

Another essential of speaking skills as reported by teachers that learners should develop is (3) produce fluent speech at different rates of delivery along with (4) express a particular meaning in different grammatical forms this led us to infer that teachers perceive the notion that learners should be able to produce fluent speech in varied situations they may find themselves as well as develop and expand their linguistic repertoire and know semantic field the expressions. (5) Monitor own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message, this type of speaking skills might have been reported because is one of the skill speakers tend to resort most in social interactions. For instance, this type of skills give chance to the speakers to judge thoughts, words as well as make self-analysis and corrections to facilitate communication clarity.

Furthermore, teachers have reported that another of speaking skills students should develop is (6) use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms, this was reported because the English lessons taught by teachers tend be focused more on grammar. In other words, students are taught different tenses in English, and rules for some grammatical aspects and so forth, this is because teachers believe that apart from using the language for communication purposes, knowing how to speak correctly well it is an essential element for English as foreign language learners.

Yet, use cohesive devices in spoken discourse (7) along with (8) develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you, these skills might have been reported due to the fact that either in written or spoken discourse cohesive devices are part of discourse and they show the linguistic competence of the speakers, and on the other hand, in oral communication the most important aspect is to make the listener understand what is intended to communicate, thus it important first to be sure that what is intended to communicate is clear and the listener is understanding. This is only possible when students develop the right and needed skills which turn them into proficient speakers.

As the data collected from the teachers shows, speaking skills development is of paramount importance not for the purpose of listen and later on respond to the teachers but more important than that is to maintain social relationships, sharing information and/or ideas.

Additionally, Harahap, Antoni and Rasyidah (2015) stress that people use speech when they want to express everything that goes inside their mind. To put it differently, human speak to inform to others about their wishes, intentions, dreams, desires or needs. Thus, it is important to use the correct way of speaking so as to have success when interacting with others.

In short, students at Complexo Escolar Nº110 – Lubango should be instructed and exposed to different conversational situations and encouraged to develop kinds of speaking skills that will help them to share their opinions and desires with confidence without inhibition and/or fear. Let us then look at the techniques that can be adopted to enhance speaking skills in the classroom as follows.

3.3. Techniques to Enhance Speaking Skills

The previous section looked at the types of speaking skills, therefore, the current section is devoted at analyzing and discussion of the respondents results on the techniques to enhance speaking skills in the classroom.

Complementary to this, it is very important to state that mastering oral skills is one of the keys to gain the global citizenship. That is to say, English is an international language very especial in education, to get a job, for formal and informal education and so on. It has also an important role in communication media, in technology, sciences and culture (Harahap, Antoni and Rasyidah, 2015). For this reason, seems to be reasoning to bring into classroom those techniques that will serve as an anchor in assisting students to develop this skill (i.e., speaking) in an easy going but quick way.

Another essential point as far techniques to develop speaking skills are concerned, Ihsan and Wahidah (2019) conducted a study on the teacher's efforts to overcome the students' difficulties in speaking ability. The authors found that one of the ways to mitigate speaking difficulties as well as elevate speaking skills development in the classroom are; asking the students to memorize the vocabulary, making English group, practicing speaking using English, and offering the students' motivation about the importance of English.

Taking into account he results from the teacher questionnaire (see Table 3) it is clearly shown that the most believed techniques to develop speaking skills in the classroom are: *describing pictures* (100%), *listening and repeating* (100%), *information-gap activities* (100%), *dialogues* (100%) followed by *discussion/conversation* (50%), and *role play* (50%). Contrarily, the teachers indicated *stimulation* (100%) do not develop speaking skills at all in the classroom.

On the other hand, considering the results from the student questionnaire (see Table 5) the gathered data revealed that the most believed techniques to develop EFL speaking skills in the classroom are: *listening and repeating* (42%), *dialogues* (37.77%), *discussion/conversation* (26.66%), *describing pictures* (22.22%), *information-gap activities* (22.22%), *communication games* (20%). Contrarily, *stimulation* (26.66%), *interview* (20%), and *role play* (20%) do not develop speaking skills at all in the classroom.

Teachers and students reported that the most prominent techniques to develop EFL speaking skills in the classroom are *listening and repeating* this technique might have been reported by the two groups because most of the speaking lessons teachers ask students to repeat what they say, needless to say, when students repeat the teacher's speech they feel more comfortable.

With reference to another technique reported by the two groups which is *describing pictures* apart from being one of the most preferred technique in developing speaking in the classroom, bring flashcards, images and/or pictures turns the lessons more attractive and motivating. For example: the teacher can ask students what they can see in a Livingroom by showing them the corresponding picture, and the students in their turn will have to enumerate verbally the objects of the Livingroom as appear in the picture.

Talking to *dialogues* as also reported by the two groups (teachers and students), as one of the techniques to develop speaking skills, it is undoubtedly true that dialogues apart from making students practice speaking skills can also foster and expand the linguistic repertoire of the students, in the light of this, dialogue might have been reported because most of the lessons that are taught involve questions and answers.

In brief, the most preferred techniques to enhance speaking skills in the classroom are; describing pictures, communication games, listening and repeating, information-gap activities, dialogues, discussion/conversation, and role play.

In sum, this chapter has been devoted to the analysis and discussion of the results obtained from the Teacher and Student Questionnaire respectively. To

this end, the chapter was divided into three main subsections. The first section referred to the analysis and discussion of the factors affecting EFL speaking skills development. The second pertained to the analysis and discussion of the types of speaking skills. The third and last was about techniques to enhance speaking skills in the classroom.

Therefore, considering what has been analyzed and discussed so far, it has been reached to the following conclusions:

First, the factors that affect EFL speaking skills in the classroom are *scarce opportunities to practice speaking outside the classroom*, *paucity of necessary vocabulary*, fear *of making mistakes*, *lack of motivation, teaching techniques*, *lack of self-esteem*.

Second, students at Complexo Escolar Nº110 – Lubango should be instructed and exposed to different conversational situations and encouraged to develop kinds of speaking skills that will help them to share their opinions and desires with confidence without inhibition and/or fear.

Third, the most preferred techniques to enhance speaking skills in the classroom are; describing pictures, communication games, listening and repeating, information-gap activities, dialogues, discussion/conversation, and role play. After having concluded with Chapter 3, let us then move into the general conclusions and recommendations of this paper.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS AND RECOMMENDATIONS

Altogether, this research study sought to investigate the way speaking skills are taught in Grade 9 at Complexo Escolar Nº110 – Lubango. Taking into account the usefulness of speaking skills in the modern world mainly the multiple benefits learners can take from it, the study has made an attempt to present the positive impact in the lives of the its speakers as well as proposing ways to deal with the factors that undermine oral skills development and motivate teachers to foster their learners speaking skills by integrating practical activities and exercises which capture the interest of students to participate in classroom speaking activities. In this way, considering what has been discussed so far throughout this research paper, and putting all the three chapters (1, 2 and 3) together in order to answer the following research questions:

- What are the factors affecting EFL speaking skills enhancement in Grade 9 at Complexo Escolar Nº110 – Lubango?
- What are the types of EFL speaking skills in Grade 9 at Complexo Escolar Nº110 – Lubango?
- How to enhance EFL speaking skills in Grade 9 at Complexo Escolar Nº110 – Lubango?

It is then worth to conclude that:

First, speaking is the one of the most important skills to be learnt in EFL learning, thus, it is fundamental for the learners to know its functions, purposes, types and importance so as to engaged in mastering these skills to be able of share and receive information inside and outside of classroom.

Second, the factors that affect EFL speaking skills in the classroom are scarce opportunities to practice speaking outside the classroom, paucity of necessary vocabulary, fear of making mistakes, lack of motivation, teaching techniques, lack of self-esteem.

Third, the strategies to develop EFL speaking skills in the classroom are varied and depend from teacher to teacher as well as context from context, thus, teachers should adopt the strategies that will best match their teaching objectives along with the students' needs.

Fourth, the most preferred techniques to enhance speaking skills in the classroom are; describing pictures, communication games, listening and repeating, information-gap activities, dialogues, discussion/conversation, and role play.

Thus, and after having considering the conclusions, it is then recommended the following:

First, speaking activities in EFL classroom should not be neglected, neither ignored, instead, teachers should engage their students to be proactive in terms of classroom participation in oral discussions by giving the incentives it will motivate students towards learning and speaking skills development.

Second, teachers should be aware of the factors that affect speaking skills development their source and constraints so as be able to deal with them all by design a suitable portfolio which guide the teachers to counteract the negative impact derived from these factors.

Third, teachers should be equipped and assisted with current skills and encouraged in continual professional training so as to find conduits and modern mechanism which can elevate language teaching and learning in its highest standards and always shaping their teaching methodologies as so to enrich their professional competence.

Fourth, although the most preferred techniques to enhance speaking skills at Complexo Escolar Nº 110- Lubango are describing pictures, communication games, listening and repeating, information-gap activities, dialogues, discussion/conversation, and role play, teachers are encouraged to know as much as possible and as many as they can the techniques for oral skills development so as to avoid over-routinization and be confined to some or even few techniques, (*See Appendix V on Techniques to Develop Speaking Skills*)

APPENDICES

APPENDIX I: TEACHER QUESTIONNAIRE

Dear Teacher

The purpose of study is to investigate the way speaking skills is taught in Grade 9 at Complexo Escolar Nº 110. By filling this questionnaire, you will help us to find (1) factors affecting speaking skills enhancement, (2) the procedures adopted by teachers to develop EFL speaking skills. We guarantee that the information you will provide will be treated with confidentiality and solely for the purpose of this study.

Kind regards,

Mariana Catchimbeia Manuel

BIOGRAPHICAL INFORMATION

1. **What is your age range? [please circle a, b, c, or d]**
    a) 20-25 years
    b) 26-30 years
    c) 31-35 years
    d) 36-40 years
    e) More than 40 years

2. **What is your gender?** [**please circle a** or **b**]
    a) Male
    b) Female

3. **How long have you been teaching English?** [**please circle a, b, c, d** or **e**]
    a) 0-3 years
    b) 4-6 years
    c) 7-9 years
    d) 10-12 years
    e) More than 12 years

4. What are the factors affecting EFL speaking skills enhancement in your classroom? (**please tick your answer**)

Factors	Not at all	Very Little	Somewhat	Very Much
a) Anxiety				
b) Lack of motivation				
c) Lack of encouragement				
d) Fear of criticism by peers.				
e) Teaching techniques				
f) Teacher´s feedback				
g) Psychological factors				
h) Shyness				
i) Peer pressure				
j) Fear of making mistakes				
k) Paucity of necessary vocabulary				
l) Scarce opportunities to practice speaking outside the classroom				
m) Lack of self-esteem				
n) Other(s)? (please specify)				

5. What types of speaking skills do you focus on in your EFL lessons? [please tick]

Types of speaking skills	Not at all	Very little	Somewhat	Very much
a) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours				
b) Produce reduced forms of words and phrases.				
c) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.				
d) Produce fluent speech at different rates of delivery.				
e) Monitor own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.				
f) Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms				
g) Produce speech in natural constituents in appropriate phrases, pause groups, breath groups, and sentences				
h) Express a particular meaning in different grammatical forms				
i) Use cohesive devices in spoken discourse				
j) Accomplish appropriately communicative functions according to situations, participants, and goals				
k) Convey links and connections between events and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification				
l) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings				
m) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.				

Techniques				
n) Others? (Please specify)				

6. What are the techniques adopted by you to develop speaking skills (please tick your answer)

Techniques	Not at all	Very Little	Somewhat	Very Much
a) Role play				
b) Describing pictures				
c) Listening and repeating				
d) Discussion/conversation				
e) Information Gap activities				
f) Communication games				
g) Storytelling				
h) Stimulation				
i) Interview				
j) Dialogues				
k) Other(s)? (please specify)				

7. Please feel free to add any other information to the topic under investigation

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Thank you very much

Adapted from:

Imane, K. K. (2016). *Enhancing EFL Learners' Speaking Skill Through Effective Communicative Activities and Strategies The Case of First Year EFL students (Master´s thesis).* University of Tlemcen, Faculty of Letters and Languages Algerie.

Karim, H. A., & Muhammad, A. A. (2019). Factors Contribute to Speaking Performance Development: Kurdish EFL Summer Course Learners' Perspectives. *Journal of University of Garmian, 6*(3), 295-309. doi:org/10.24271/garmian.196355

Rao, P. S. (2019). Adopting various strategies and techniques to improve speaking skills among young efl/esl learners. *Journal of English Language and Literature (JOELL), 6*(1), 182-191. doi:doi.org/10.33329/joell.61.182

APPENDIX II: STUDENT QUESTIONNAIRE

Dear Student

The purpose of study is to investigate the way speaking skills is taught in Grade 9 at Complexo Escolar Nº 110. By filling this questionnaire, you will help us to find (1) factors affecting speaking skills enhancement, (2) the procedures adopted by teachers to develop EFL speaking skills. We guarantee that the information you will provide will be treated with confidentiality and solely for the purpose of this study.

Kind regards,

Mariana Catchimbeia Manuel

BIOGRAPHICAL INFORMATION

1. **What is your age range? [please circle a, b, c, or d]**

   a) 10-13 years

   b) 14-17 years

   c) 18-21 years

   d) More than 22 years

2. **What is your gender?** [**please circle a** or **b**]

   a) Male

   b) Female

3. **How long have you been learning English?** [**please circle a, b** or **c**]

   a) 0-2 years

   b) 3-5 years

   c) More than 5 years

4. What are the factors affecting EFL speaking skills enhancement in your classroom? (**please tick your answer**)

Factors	Not at all	Very Little	Somewhat	Very Much
o) Anxiety				
p) Lack of motivation				
q) Lack of encouragement				
r) Fear of criticism by peers.				
s) Teaching techniques				
t) Teacher´s feedback				
u) Psychological factors				
v) Shyness				
w) Peer pressure				
x) Fear of making mistakes				
y) Paucity of necessary vocabulary				
z) Scarce opportunities to practice speaking outside the classroom				
aa) Lack of self-esteem				
bb) Other(s)? (please specify)				

5. Which of the following techniques adopted by your teacher help you develop your speaking skills? (Please tick your answer)

Techniques	Not at all	Very Little	Somewhat	Very Much
l) Role play				
m) Describing pictures				
n) Listening and repeating				
o) Discussion/conversation				
p) Information Gap activities				
q) Communication games				
r) Storytelling				
s) Stimulation				
t) Interview				
u) Dialogues				
v) Other(s)? (please specify)				

6. Please feel free to add any other information to the topic under investigation

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Thank you very much

Adapted from:

Imane, K. K. (2016). *Enhancing EFL Learners' Speaking Skill Through Effective Communicative Activities and Strategies The Case of First Year EFL students (Master´s thesis).* University of Tlemcen, Faculty of Letters and Languages Algerie.

Karim, H. A., & Muhammad, A. A. (2019). Factors Contribute to Speaking Performance Development: Kurdish EFL Summer Course Learners' Perspectives. *Journal of University of Garmian, 6*(3), 295-309. doi:org/10.24271/garmian.196355

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INSTITUTO SUPERIOR DE CIÊNCIAS DE EDUCAÇÃO

ISCED-HUÍLA

DEPARTAMENTO DE LETRAS MODERNAS

SECÇÃO DE INGLÊS

APPENDIX III: STUDENT QUESTIONNAIRE (Portuguese version**)**

Querido Estudante,

O propósito deste estudo é de investigar a forma como são ensinadas as habilidades da fala do inglês como língua estrangeira na 9ª Classe no Complexo Escolar Nº 110. Ao responder este questionário, estarás ajudando a determinar (1) os fatores que afetam no desenvolvimento das habilidades da fala do inglês, (2) os procedimentos adotados pelos professores para o desenvolvimento das habilidades da fala do inglês. Entretanto, garantimos que a informação a ser dada será tratada confidencialmente e exclusivamente para o propósito deste estudo.

Melhores cumprimentos,

Mariana Catchimbeia Manuel

INFORMAÇÃO BIOGRÁFICA

7. Qual é a tua faixa etária? [por favor circula a, b, c, ou **d]**

    a) 10-13 anos

    b) 14-17 anos

    c) 18-21 anos

    d) Acima de 22 anos

8. Qual é o teu género? [**por favor circula a** ou **b]**

    a) Masculino

    b) Feminino

9. Há quanto tempo vens aprendendo a língua inglesa? [**por favor circula a, b** ou **c**]

    a) 0-2 anos

    b) 3-5 anos

    c) Acima de 5 anos

10. **Quais são os fatores que afetam no desenvolvimento das habilidades da fala do inglês como língua estrangeira na tua sala de aulas?** (**por favor marque a sua resposta**)

Fatores	Não de todo	Muito pouco	Razoávelmente	Muito
cc) Ansiedade				
dd) Falta de motivação				
ee) Falta de incentivos				
ff) Medo de ser criticado pelos colegas.				
gg) Técnicas de ensino				
hh) Feedback do professor				
ii) Fatores psicológicos				
jj) Timidez				
kk) Pressão dos colegas				
ll) Medo de cometer erros				
mm) A falta de vocabulário necessário				
nn) A falta de oportunidades de praticar a fala fora da sala de aulas				
oo) A falta de autoestima				
pp) Outro(s)? (por favor especifica)				

11. **Quais das técnicas que se seguem são adoptadas pelo teu professor para te ajudar a desenvolver as habilidades da fala do inglês?** (por favor marque a sua resposta)

Técnicas	Não de todo	Muito pouco	Razoávelmente	Não de todo
w) Encenação				
x) Descrição de imagens				
y) Ouvir e repetir				
z) Discussão/conversação				
aa) Actividades de preenchimento de lacunas				
bb) Jogos de comunicação				
cc) Contar estórias				
dd) Estimulação				
ee) Entrevistas				
ff) Dialogos				

gg)	Outro(s)? (por favor especifica)				

12. **Por favor esteja à vontade em adicionar qualquer outra informação necessária ao tópico em investigação**

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Muito obrigada

Adaptado de:

Imane, K. K. (2016). *Enhancing EFL Learners' Speaking Skill Through Effective Communicative Activities and Strategies The Case of First Year EFL students (Master´s thesis).* University of Tlemcen, Faculty of Letters and LanguagesAlgerie.

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APPENDIX IV: RESEARCH CONTEXT DECREE

REPÚBLICA DE ANGOLA
MINISTÉRIO DA EDUCAÇÃO

DECRETO EXECUTIVO N.º _____/2021
DE ____ DE _____

Ao abrigo do disposto no artigo 119.º da Lei n.º 17/16, de 7 de Outubro, que aprova a Lei de Bases do Sistema de Educação e Ensino, conjugado com as disposições do Decreto Presidencial n.º 104/11, de 23 de Maio, que define as condições e procedimentos de elaboração, gestão e controlo dos quadros de pessoal da Administração Pública;

Em conformidade com os poderes delegados pelo Presidente da República, nos termos do artigo 137.º da Constituição da República de Angola, e de acordo com as disposições combinadas na alínea d), do n.º 2, do artigo 5.º, e n.º 1, do artigo 6.º, ambos do Decreto Presidencial n.º 222/20, de 28 de Agosto, que aprova o Estatuto Orgânico do Ministério da Educação, conjugado com os nos 3 e 4 do Despacho Presidencial n.º 289/17, de 13 de Outubro;

DETERMINO:

1 – É criada a Escola do I Ciclo do Ensino Secundário Geral, denominada Colégio n.º 110-27 de Março, sita no Município do Lubango, Província da Huíla, com 20 salas de aulas, 40 turmas, 02 turnos com 36 alunos por sala e capacidade para 1.440 alunos em regime de externato.

2 – É aprovado o quadro de pessoal da escola ora criada, constante dos modelos anexos ao presente Decreto Executivo, dele fazendo parte integrante.

3 – O presente Decreto Executivo entra em vigor na data da sua publicação.

PUBLIQUE-SE.

LUANDA, AOS _____ DE _____ DE 2021.

A MINISTRA,

LUÍSA MARIA ALVES GRILO

Largo António Jacinto, n.º 82, Edifício do MED, 4.º andar
D. U. da Ingombota, Município de Luanda
Província de Luanda
ANGOLA

APPENDIX V: TECHNIQUES TO DEVELOP EFL SPEAKING SKILLS

✓ ROLE PLAY

This kind of activity allows learners to be spontaneous and be creative. That is to say, role playing is another way to get students to express themselves. Ur (1984) states that "role play […] is used to refer to all of activities where learners imagine themselves in situation outside the classroom […], sometimes playing the role of someone themselves, and using the language appropriate to this new context" (p. 131).

✓ DESCRIBING PICTURES

Another activity to engage students and involve them in classroom participation in order to develop speaking skills is "picture description". This activity can be done by using one or several pictures as part of the speaking lesson. Learners are expected to describe the pictures given to them by the teacher (Manuel 2017, p. 24). Nonetheless, the activity can be done in pairs, in groups or even individually depending from the teacher´s objectives with the lesson. When done in group or in pairs, the teacher gives different pictures to formed groups or pairs, learners in their turn discuss the pictures amongst them then each group and/or pair describes their picture(s) to the whole class.

✓ LISTENING AND REPEATING

For more details as far this activity is concerned, see subsection 1.5.3 of Chapter One (Literature review)

✓ DISCUSSION / CONVERSATION

This activity is the most common speaking activity, one form of communicative interaction activities. In general, under this activity, learners talk about everything (under the topic given by the teacher) and express freely their opinions or ideas. It is an exchange of views for the sake of "the communication and of the communicative continuum" (Harmer, 2001, p. 273).

For example, adolescence pregnancy, or other interesting topic, and students give their opinions in English.

✓ **INFORMATION GAP-ACTIVITIES**

Information gap is a communicative task which aims exchange information in the classroom, and this exchange can occur via teacher/learner and learner/learner. Communicative practice imposes some sorts of information gap where one student is having an information and the other does not, Imane (2016).

✓ **COMMUNICATION GAMES**

For more details as far this activity is concerned, see subsection 1.5.6 of Chapter One (Literature review)

✓ **STORYTELLING**

Storytelling may be a useful teaching strategy to help elementary students to develop their oral production level. Although it is termed to be one of the traditional techniques, it can still be used within EFL classrooms in modern days to enhance young learners speaking skills once it integrates both the art of telling stories and listening, in other words, listening and speaking skills, (Imane, 2016).

✓ **STIMULATION**

Simulation is defined as students simulate real life encounter […] as if they were doing, so in the real world […] as themselves (Harmer, 2001, p. 274). In other words, in simulation activities the individual participation speaks and react as themselves, but the group role situation and a task they are given is an imaginary one, Harmer (2001).

✓ **INTERVIEW**

Contrarily to simulations, interviews are another type of classroom speaking activities. Students can conduct interviews on different forms. The most common cases are when all the class notice one student in the top of the classroom to be asked by them some questions, Imane, (2016).

By responding and asking questions (interviewing peers) Leaners will undoubtedly be encouraged and forced into a certain extend to speak. Here

learners can be asked to interview about their colleagues' personal information, likes and dislikes and so forth.

✓ **DIALOGUE**

Similar to discussions and interviews, dialogue is one form of the communicative speaking activities in which the learners exchange their thoughts or ideas about different topics. Dialogues are supposed to be done either in pairs or group work, Imane (2016). Normally, this activity is done when learners interpret a conversation between two people e.g., person A, and person B.

Therefore, teacher should not ignore the activities for teaching speaking in EFL classrooms because their will unquestionably serve as an anchor for them as well as their learners. To illustrate this, Baker and Westrup (2003, p.5) presents the three important reasons to practice speaking during a lesson.

✓ **BRAINSTORMING**

Interactive brainstorming is mostly performed in group sessions. The process is useful for generating creative thoughts and ideas. Brainstorming helps students learn to work together, and above all, learn from each other (Knapen, 2018).

✓ **STUDENT GROUP ACTIVITIES**

This interactive learning strategy is even more interactive than others! Divide your class into different groups of students and assign them to each of the boards you've set up in the room. Assign one topic/question per board. After each group writes an answer, they rotate to the next board. Here, they write their answer below the first answer of the previous group. Let them go around the room until all the groups have covered all the boards (Knapen, 2018).

✓ **STUDENT PAIR ACTIVITIES**

After a Think-pair-share experience, which I've written about in the first interactive learning lesson idea, you can also ask students to find a new partner and share the wisdom of the old partnership to this new partner (Knapen, 2018).

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