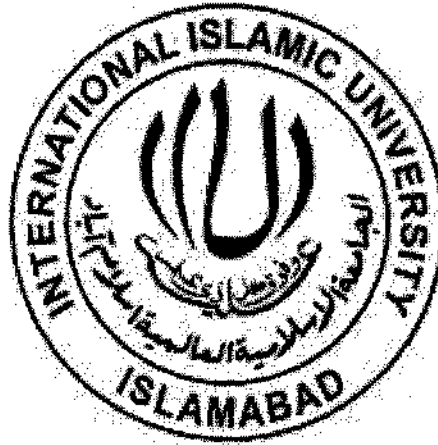


**TEACHERS' ASSUMPTIONS AND PRACTICES: DEVELOPING ENGLISH
SPEAKING SKILLS AT TERTIARY LEVEL IN SELECTED INSTITUTES IN
ISLAMABAD**

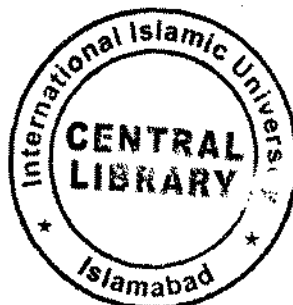


Submitted by: Muhammad Zafar

Supervisor: Associate Prof. Dr. Ayaz Afsar

Thesis submitted to the Department of English, Faculty of Languages and Literature (FLL), International Islamic University, Islamabad in the partial fulfillment of the requirements for the Degree of Master of Philosophy in English.

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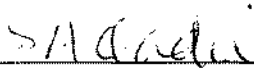
Title of the thesis: Teachers' Assumptions and Practices: Developing English Speaking Skills at Tertiary Level in Selected Institutes in Islamabad

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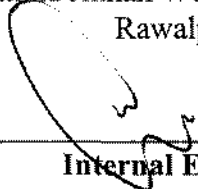


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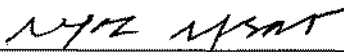


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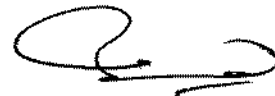
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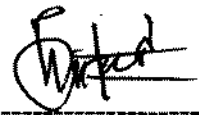
18th September, 2014

DEDICATION

To my dear CHACHOO (uncle), Mr. Abdul Hafeez Shakir, who has always been a source of inspiration for me in my personal, academic and professional life. He is more like a friend to me, whose unconditional love, care, affection and guidance have enabled me to face the obstacles and challenges of life, with open arms and smiling face. To be honest, without his encouragement and counseling, I feel myself, a sheep without a shepherd in a desert.

CANDIDATE'S DECLARATION FORM

I, Mr. Muhammad Zafar S/O Muhammad Ziarat Khan, Registration No: 232-FLL/MSENG/F11, a student of M.Phil/MS in English at the International Islamic University, Islamabad do hereby solemnly declare that the thesis titled "Teachers' assumptions and practices: Developing speaking skills at tertiary level in selected institutes in Islamabad" submitted by me in partial fulfillment of the requirements for the degree of Master of Philosophy in English is my original work, and it will not be submitted for obtaining any other degree from this or any other university.



Muhammad Zafar

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ABSTRACT

The main purpose of this study is to explore the teachers' assumptions and practices to develop speaking skills at tertiary level in selected institutions in Islamabad. The study investigates whether the teachers' assumptions influence their practices while teaching speaking skills. The population of the study consists of all the teachers of English at tertiary level in International Islamic University Islamabad (IIUI) and National University of Modern Languages (NUML) Islamabad. Fifty-three teachers, both male and female from IIUI and NUML were the respondents of the study. The data was collected through questionnaires, interviews and observations. Questionnaires were administered among sixty teachers of both universities to know about their assumptions to develop speaking skills. Out of sixty, fifty-three completed questionnaires were received. Out of fifty-three, 8 respondents, 4 male and 4 female from both universities were interviewed to investigate their assumptions; priority was given to those who responded to the questionnaires, taught speaking skills, and also engaged in relevant administrative and policy matters, finally, 8 respondents, 4 male and 4 female were selected to observe their classes to find out whether their assumptions match their practices. It was found that majority of the teachers' assumptions do not match their practices. Most of them do not apply communicative approach while teaching, which they had mentioned while filling up the questionnaires or during their interviews. The A.V aids were not used by majority of them while teaching, which they had mentioned to use them while responding to the questionnaires and majority of them did not follow the lesson plan or the course outline. It is suggested that the teachers should link their assumptions with their practices to develop speaking skills among the learners to utilize their teaching experience effectively. To help them bring their assumptions into practice, the management of the concerned departments may also devise a guideline manual.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is used as an official language in Pakistan and taught as a compulsory subject in schools, colleges and universities, while Urdu, being the national language has its influence on English in academic environment. Owing to its official language status, English is seen by many (e.g., Tariq Rahman, 1996) as the most privileged language of the country. However, the way it is being taught and learnt in Pakistani universities is worth-studying as the results are often unsatisfactory. Particularly, poor results have been observed in the speaking skills. The learners suffer throughout their academic and professional careers, as they are unable to speak English language whenever they are exposed to a situation that demands it. In some cases, even those who have done their degrees in the discipline of English have poor speaking skills. That seems to be due to the fact that they are not being trained and trimmed out properly as English language teaching practices may not be effective. There may be many reasons for it, ranging from psychological to technical. Some of them are related to teachers' teaching abilities, assumptions and practices: their attitude, teaching skills, motivation level, preparation for class, etc. Whatever the reasons, the results, most often, are discouraging, as learners come out from the institutions, with poor speaking skills. On the other hand, many ELT practitioners have been observed theoretically proficient in and convinced of the usefulness of research based efficient techniques in teaching speaking. This leads to an assumption that there is a gap between teachers' assumptions and practices. This study

brings forth the teachers' assumptions and practices about developing English speaking skills among the learners, and tries to identify the differences that teachers have in their opinions and actions. The study investigates whether the teachers of English in Pakistani universities are aware of the latest teaching techniques, and if so, whether they employ those techniques in their teaching or not.

1.2 Key Terms of the Study

1.2.1 Teachers' Assumptions and Practices

Teachers' assumptions and practices, in the study, refer to those ideas that the teachers have in their minds regarding teaching speaking skills, and the way they teach English speaking skills, particularly developing the fluency, accuracy, appropriacy and confidence of the learners to speak English in a challenging environment.

1.2.2 Speaking Skills

The term "speaking skills" refers to the students' oral skills in use of English language with clarity, fluency and accuracy (for details see Wilson, 2003).

1.2.3 Tertiary Level

Tertiary level refers to all the Bachelor Degree Programmes of four years duration including the advanced level speaking courses offered by different institutions for those who have already done their Higher Secondary School Certificate.

1.3 Statement of the Problem

Students face many difficulties while speaking English, which may be due to the faulty assumptions and bad practices of the teachers. The study aims to explore the teachers' assumptions and practices about developing English speaking skills at tertiary level in the selected institutes in Islamabad in order to find the exact relationship between the assumptions and practices of the teachers and their effect on the learners.

1.4 Research Question

What are the teachers' assumptions about and practices for developing English speaking skills at tertiary level?

1.4.1 Subsidiary Questions

- a) To what extent do teachers' assumptions influence their practices?
- b) What are the common practices employed to teach English speaking skills at tertiary level?
- c) Which practices do teachers consider helpful to enhance learners' speaking skills?

1.5 Rationale

To conduct the study regarding teachers' assumptions and practices about developing speaking skills at tertiary level is significant. Though, work on both receptive and productive skills at all levels, particularly at primary and secondary levels, have been carried out by the researchers having multidimensional approaches, teachers' assumptions and their practices about developing speaking skills at tertiary level have not

been worked out, as, during the survey on the topic, various online resources including the online libraries were searched, and also some libraries of the universities, such as National University of Modern Languages (NUML), Islamabad, Allama Iqbal Open University, Islamabad, and International Islamic University, Islamabad were visited. A large bulk of work is, however, available.

The researchers have done extensive work in multidimensional ways to develop integrated skills and methodologies, yet the teachers' assumptions and their practices which play a vital role in developing integrated skills among the students (Clark & Peterson, 1986) have not been broadly addressed, particularly the speaking skills at the tertiary level. As teachers' assumptions and practices may vary, which may be observed in the form of poor results in students' learning and speaking skills, it is also observed that many teachers disseminate the information considering it helpful to develop integrated skills among the learners, but they do not observe whether the way they teach is useful for the students to comprehend what is being taught and the activities they conduct are really meant for developing the integrated skills. Teachers have certain assumptions to develop the students' language skills which may not necessarily bring positive results. Assessing the validity of these assumptions, identifying the most effective ones and employing those effective ones into practices is important. Similarly, students may also have some set of assumptions to develop the skills (Dealwis, 2010). Knowing and approving or discarding their assumptions is also important, but more significant to this study is analyzing the assumptions and practices of the teachers.

Most of the times, teachers' assumptions regarding teaching techniques and activities are valid but they fail to show encouraging results owing to the fact that they never refer to

these assumptions, rather keep on employing traditional methods in classrooms. The researcher thinks that students' speaking skills can be improved to a greater extent if some research is conducted to bridge up the differences between the teachers' assumptions and their practices. Thus, this research may trace out the gap between their assumptions and practices.

During the survey, a dissertation closely related to the topic under study – but on the teaching of grammar was reviewed. This research entitled, “Teachers’ beliefs about grammar teaching and their classroom practices: A case study of grammar teaching at the department of English at the International Islamic University, Islamabad (IIUI)” (Sheikh, 2010). This study focuses on teachers’ beliefs on grammar teaching and is limited to only one institution, with the sampling for observation restricted to the male teachers only. The questionnaire had 91% male turn out and only 9% female turn out which results into a visible difference if it is seen from issue of representativeness. Contrary to this, the present research investigates teachers’ assumptions and practices for developing speaking skills with a relatively larger generalizeable scale, i.e. two universities of Islamabad: International Islamic University Islamabad (IIUI) and National University of Modern Languages (NUML), Islamabad. Questionnaires among all English language teachers (male and female) of both universities were administered; out of sixty, fifty-three responded; from them, eight informants, four male and four female were interviewed, and then eight teachers’ classes (four male and four female) were observed. Hence, equal representation of both genders (male and female) was ensured.

The researcher considers tertiary level as the most important level in learners’ academic lives as most of them are going to enter their professional lives after getting degree and

this level has an immediate effect to their future needs. This is the level when the students are relatively more motivated and conscious of the need for speaking proficiency.

Also, this study is directly related to the researcher's professional career, as the researcher has himself been teaching English speaking skills at tertiary level for the last 10 years in Pakistan. This addresses the question of authenticity as the researcher finds himself in the best position to study the issue by allowing his own experience in the area to positively intervene the research process. As for the findings of the study, they are not only going to help teachers in general, but also the researcher himself and his colleagues who may follow those tools, techniques and methods which will be helpful to teach English in the best ways helping ultimately the students in learning speaking skills.

1.6 Delimitation of the Study

The present study is delimited to the tertiary level English teachers and the tertiary level students of Islamabad, Pakistan, having multilingual exposure and experiences. The research is restricted to the teachers' assumptions and practices about developing English speaking skills that only identifies the existing gaps between teachers' thoughts and actions.

1.7 Significance of the Study

This research attempts to bring forth the teachers' assumptions and practices about developing English speaking skills. The major beneficiaries of the intended work are the teachers who teach English speaking in challenging environments to bring positive results. Though the importance of speaking is not hidden to anyone in the modern world,

but speaking English is considered even more important. Having the ability to speak is like having a loaded weapon, a costly currency, a style, and so on (Dwight, 1980). Those who can speak English are always privileged and enjoy advantages at the job market, particularly in Islamabad. So, it is important for all the students at universities to equip themselves with speaking English. Despite their desire and demand, however, very few are fortunate enough to learn this skill and attain near native proficiency in it, and this is the case in Islamabad where, it is believed, country's best institutions and teachers are available. The syllabi at most of the institutions here are also considered to be the best, as they are directly subscribed, with little or no change, from the organizations like British Council, BBC, Cambridge, Oxford, etc. Where does the problem lie, then? Major problem, it seems, is with teachers' assumptions and their practices. So, it is significant to find out effective practices. The present study is also significant because it provides a range of effective practices for teaching English speaking skills to the teachers, which they can use in a challenging and multilingual environment. It also helps the teachers to motivate their students to learn to speak as they have learnt L1.

1.8 The Organization of the Thesis

Chapter One consists of the general introduction of the research study, key terms, statement of the problem, research questions, the rationale, context, scope and justification. Chapter Two reviews literature regarding assumptions and practices to develop speaking skills. It reviews research already been conducted on the teachers' assumptions and practices to develop speaking skills. Chapter Three includes methodology, which covers the sampling, population, and the way the data was collected.

Chapter Four presents the analysis of the data and a detailed discussion on it. A careful analysis followed by a composite discussion has been made after going through the data, which brings forth the teachers' assumptions and practices about developing English speaking skills at tertiary level; Chapter Five consists of the summary of findings, recommendations for future research and the conclusion.

CHAPETR 2

REVIEW OF LITRATURE

This chapter presents a review of the research relevant to English language teaching with focus on the works on teachers' assumptions and practices in developing speaking skills. The chapter begins with teachers' assumptions and practices, followed by speaking skills that includes fluency, accuracy and appropriacy, and finally, lesson planning, including its different stages have been discussed. It includes major related researches from past to recent present, on the topic "teachers' assumptions and their practices to develop speaking skills at tertiary level" being researched.

2.1 Assumptions and Practices

Human beings have certain assumptions in every field of life, and these assumptions always have a deep impact on the work they do or the task they deliver. According to Dealwis (2010), teachers also have some assumptions about teaching language skills. It has been observed, that mostly, teachers consider it a success to impart theoretical knowledge or information to their learners, which may not bring any positive results. Developing speaking skills requires more than that; teachers should know learners' level of understanding, design the activities for their learning according to their needs, use audio visual aids and also give learners the equal opportunities.

Richardson, Gallo and Renandya (2001) explain that assumptions in teaching a second/foreign language are the ideas the teachers develop in their minds in accomplishing their task, and these assumptions are developed by them for each lesson

which they practice in their classes. The teachers consider these assumptions their best allies in teaching, as the information and activities the teachers develop for teaching are based on the assumptions they have, and also the theories they have already gone through themselves; these assumptions and theories develop their teaching aptitude and attitude, in other words, assumptions always affect their teaching, as assumptions are related to one's behavior or attitude towards his actions that s/he takes after developing some idea in his mind. Foss and Kleinsasser (1996) add that assumptions and practices in classroom always go together, which have strong relationship, as assumptions pave the way to one's practices; thus, this relationship is not easy to be separated. Teachers' assumptions always define their practices, which they experience in their day-to-day classroom practices. Teachers have some set of assumptions and apply what they have plotted in their minds, whether they are helpful or not but these set assumptions always influence their teaching practices. The assumptions teachers develop, may be helpful if the past experience of teachers as students had been positive, as every individual has a different way of learning and developing any language skills, but the most common ways that s/he learns from his environment, while talking, debating with his peers during a classroom learning situation, may be utilized in teaching and developing a foreign language, if the same learner becomes a teacher one day, and starts teaching language skills. Learners also develop some assumptions to learn any language, like their teachers develop to teach. Dealwis (2010) finds that the learners are aware of their own ways of learning and they also have some assumptions in order to develop any language skills; hence it is important to do a need analysis of the learners first, that is to know their learning approaches and their strengths and weakness related to developing any skills, if not,

nothing may come out from the learning and teaching practices, but a mismatch between the teachers' and learners' views and practices, or mere some useless effort is made for the sake of teaching and learning to develop language skills. Abraham and Vann (1987) state that it is not only the teacher who has some set assumptions while going to teach a lesson; the learners also have them about learning or developing language skills, and they always carry these assumptions when they join the language classes; these expectations or assumptions lead them towards their learning activities. Horwitz (1999) adds, "Teachers have come to view language learners as individuals approaching language learning in their own unique way. As this issue reflects, one of the important areas of current interest about language learners is their beliefs about language learning" (p. 558).

Vibulphol (2004) stated, "Researchers have found that second language learners come to the language class with some preconceived ideas or beliefs about language and language learning" (p. 1).

It is, therefore, important to do evaluation of the learners' needs, to know about the ways they want to learn and feel comfortable, and the ideas they develop about learning language skills, so that the teachers and the learners may make successful joint efforts in order to develop the speaking skills.

Harste and Burke (1977) argue that the classroom teaching is always affected by the teachers' assumptions and the ideas they develop in their minds before teaching. These assumptions either help them to bring positive results in developing their learners' language proficiencies or vice-versa. Teachers decide what they have thought already about their classes to teach. Their prior knowledge and their assumptions influence their

practicum (Tedick and Walker, 1994). Hatipoğlu (2006) found in a study in Turkish context that the teachers' assumptions about the student-centered learning matched their practices they made in their language teaching classes; if the teachers' assumptions match their practices, and if their assumptions and practices are helpful to bring positive results, then the set goal of developing speaking skills can be achieved, and if such practices are made in Pakistani institutes, which support the assumptions of the teachers and their practices, then developing speaking skills can be made easy and possible, but in our context teachers' assumptions and their practices may not match, as it is has been observed that even experienced teachers come with some activities which do not match their teaching activities that they apply, and there could be many reasons for that and this is not only Pakistan, rather there are other countries which have the same issue of mismatching of practices of the teachers with their practices, as Gahin (2001) found such condition while conducting a research in Egyptian context, applying a survey method with the help of the questionnaires, observations and interviews that most of the teachers' assumptions were not helping their practices. The reasons may be unavailability of the resources, low salary packages of the teachers and a large number of learners to be instructed; such situations and conditions are generally faced by the teachers in Pakistani context etc. Assumptions of the teachers guide and help them in making decisions about what they teach in their classes, though they have ample knowledge and vast experience of teaching. Teachers are themselves influenced by their assumptions time and again. The assumptions they develop in their minds about teaching a class may vary according to the level of the students, but there may be a lot of possibilities that their assumptions could be contradictory to their practices, as it is not only the level of the learners, but also their

needs according to their learning capacity, the way they like to learn, the activities which they may easily follow, as within the same level there are heterogeneous learners, and their learning styles are totally different to the others with in the same class. Some of them may be extrovert and others may be introvert, and they may have their own way of learning any language. Thus, it is important to know the learners and their needs before teaching them a lesson (Borg, 2001).

Farrell and Lim (2005) claim that assumptions of the teachers developed in their cognition do not match their classroom practices, as a result, some different outcomes are achieved, as there is no systematic application of what the teachers assume and the way they teach to develop speaking skills in an environment which may be different to the one that was experienced by the teachers themselves as students when they used to develop their own language skills.

According to Gebhart and Robert (1999), it is important to investigate what teachers' assumptions are, and how they practice in a real classroom situation, as it is important to be aware of what they think and how they practically teach. This may bring positive change, and if some critique is made on their teaching, then they may re-think and modify their assumptions and practices. Hence, in future, it can bring successful results in developing speaking or any other skills to teach a second or foreign language. Effective communication is made when there is proper interaction among the learners, and this is possible if they perform a dialogue, talk on a topic, know how to begin, take and give turns, and quickly assimilate the information and respond to their peers (Counihan, 1998). This is only possible if the speakers are familiar with the paralinguistic features, social and cultural taboos and also possess smart public speaking skills. It is important to

design such activities which help the learners to take part as a team, helping and assisting each other to accomplish their task which is given to them. The sense of responsibility in monitoring each other, supporting their peers is made through the interactive skills, and this is done when the learners are comfortable in communicating with each other, particularly when they speak in any real situation, following the conversational strategies, asking questions from the peer, replying to them, breaking the ice when there is complete silence, giving and taking turns and convincing others through logic and arguments.

Swain (1985) suggests that discussions, role plays and pair work may help the learners to develop their language skills as they get more time to communicate with their peers. It is not always teacher from whom the students benefit; learners can learn from each other more than their teachers if they are guided properly. Working in pairs, or in groups help them to develop their social skills as they interact with their fellow learners while developing language learning skills, who may be the best supporters in an activity they learn together, having both, the fun and competition while learning and working together to develop language skills, which helps them to develop the sense of responsibility to cooperate with each other and also enjoy working together, but it is important that they should be instructed well about the proper usage of language they are dealing with, and the learning outcomes they achieve by the end of lesson from the task or activity assigned to them. Therefore, it is important to devise the activities based on real life interactive situations, and also help the learners to use the appropriate vocabulary items and relevant language structures when they perform a role-play, or participate in a dialogue or discussion etc., so that they may become good speakers by developing their language proficiency. If they are not properly guided and helped with the appropriate use of words

and structures related to the oral communication skills, they may face a lot of challenges to communicate, and they might not be leading a successful academic and professional life, which demand command on oral communication skills in the modern age. Oral communication can be developed through speaking as well as listening while communicating with someone and it can be achieved if the teachers help the learners to speak and listen in an activity while developing the learners' oral skills. Speaking and listening skills are used a lot in a language learning and teaching class (Brown 2007). His claim is comprehensive in nature as speaking skills is a product of listening and reading. Speaking skills can be improved if conducive and active learning environment is created while developing speaking skills. He might have said it, considering a context, where language learning and teaching were made with devotion and dedication, and the learning and teaching environment had been near perfection with teachers' theoretical knowledge correlating with their practical approach. Cohen (1998) explained that language skills were developed on the bases of some designed strategies, and these strategies planned by the teachers had to be made according to the needs of the learners, so that their language proficiency would be developed and they would benefit from them; this is possible if these strategies are relevant, clear, easy, comprehensible, authentic, and if they help the learners to improve their language learning ability.

2.2 Speaking Skills

According to Harmer (2001), speaking skills are the productive skills because through speaking skills one produces the language. If anyone wants to be a successful speaker, and improve his speaking or conversational abilities, s/he may follow communicative approach, which works for both, fluency and accuracy. Communicative approach helps

the learners to communicate in real life situations. It is, therefore, important to apply this approach in developing speaking skills. Without practicing by following such approaches, positive results may not be achieved. It has also been noticed that the learners have enough knowledge about speaking skills, which is fixed in their minds, but they are unable to speak. They can write on any topic but cannot speak in a real life situation.

Learners' speaking skills may be developed through task based activities, which stimulate their interest, as a result, they become eager to participate in them, least bothering about their mistakes and fears they have in their minds; and once they come out from these fears and pressures exerted on them by the learning and teaching agencies, either knowingly or unknowingly, willingly or unwillingly, then learners may easily and happily develop their speaking skills. Tasks based social interaction plays an important role to develop the learners' oral communication. The learners become fluent and accurate, having better pronunciation, know the stress and intonation patterns and use the gestures and body language appropriately which help them to improve their day-to-day oral communication (Ministry of Education, 2002).

According to Thanyalak (2012), teachers' job is to focus on their learners' use of language. They should observe their learners whether they can use language correctly or not; if not, they should be guided and helped to use the correct language, or permanent inappropriate and incorrect usage of the language may be developed in them. She further adds that they should design the communicative activities, role-plays, discussions, jigsaw puzzles, problem solving, and games, which create active teaching and learning environment, helping the learners to take part in the activities with whole heart. As a

result, rapport between the teacher and the learners is developed which helps them to create friendly learning environment, develops the trust and the confidence among them, like to work together with their fellow learners as a result they speak more and improve their oral communication skills. She confirmed that after applying the three communicative activities: discussion, problem-solving, and role-playing, learners' speaking skills can be developed far better than the other activities, as it was observed during the research she conducted on the learners by applying the above three activities, which helped the learners become confident enough to speak in real life situations. Activities like the ones she used for helping the learners to develop their oral skills can be helpful and easily accessed and applied in any context, because the learners, mostly like to actively participate in such activities, if they are given friendly environment, and helped them to speak. The benefit from a discussion can be gained by involving all the learners to probe into the topic and comment as they think about it. Even the topic for the discussion can be selected by the learners' choice, which can be easy for them to comment (Celce-Murcia, 2002). This helps them to come up with arguments, share them freely, convince the fellow learners to respond whatever they feel like saying on it; the teacher should appreciate their ideas and help them as a participant. Problem solving activities help the learners to develop their thinking ability and make the solutions for a problem; they deeply think about the solution for a problem they deal with, least bothering about their language formalities, and speak as much as they can while finding the solution for the given problem, which helps them to develop their language proficiency indirectly, as they develop it like a child acquires his L1, least bothering

about their grammatical or structural mistakes. The teacher helps them in the activity, guides them the ways in a clear and lucid manner.

Same is the case with applying the role plays in developing speaking skills, which helps the learners to willingly take part in it, without being shy, as their own personality is not reflected directly within the activity. They perform the role of somebody, as a result, they like to be the one, assigned to them in the role play. This helps them to speak freely, and help them to be more confident to speak. Activities like this can be made more helpful and useful, if some related structures and the formal and informal usage of the language are taught by the teacher. The teacher's job is crucial in any way. The first step, the teacher should take is to teach his learners about the purpose and use of speaking, and once they are made familiar with the basic idea, how and what to speak, and if they are encouraged and helped to participate in the activities designed for them, then they can develop their speaking skills successfully. This can be made possible if the teachers plan their lessons and arrange the activities, having the idea of learners' needs, their interests, giving them equal opportunities to participate; thus the students may use language efficiently in real life situations. As Bygate (1987) stated, "We do not merely know how to assemble sentences in the abstract: we have to produce them and adapt to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appear in our path" (p. 3).

2.3 Fluency and Accuracy

While developing speaking skills, it is important to work on the learners' fluency and accuracy. According to Scrivenere (2005), fluency is developed when teachers encourage their students, despite the fact that they commit mistakes, and sometimes, even they make

blunders as well, but teachers should allow the learners speaking further. They should not interrupt or correct their mistakes on the spot when they make any mistakes during speaking. They need to ignore the learners' mistakes, and help them to speak when they get stuck while speaking. The encouragement is either made verbally or through some non-verbal expression, like nodding the head to make sure that the learners speak well. As a result, the learners feel happy to speak and they keep on speaking. This is the way they develop their confidence and feel comfortable in communicating, as they find themselves at ease and feel like at home, as a friendly and helping environment is provided. Nolasco & Arthur (1987) state that people speak to communicate with others and this is done through exchanging of ideas and information through communication. It is, therefore, important to create the real life situations so that the learners may improve their speaking or communication skills; thus, they may be able to speak without being stuck when communicating; the flow in their conversation can be developed by providing them the role-plays which help the learners speak as much as they can. This helps them to develop their fluency; as a result they speak fluently in any situation, whenever and wherever they need to communicate in L2, which is English in the research conducted. Once they develop their fluency and get pace, then the next stage comes, that is to speak correctly. The accuracy is developed among the learners by making them correct whenever they make a mistake, as sometimes it is noticed that even very fluent speakers, who are considered to be far better in English speaking, make mistakes, and sometimes even very serious mistakes are made by them; it is important to correct the learners' mistakes when they make such mistakes, so that their accuracy be developed. But in the beginning, it is better if the teachers ignore their learners' mistakes and allow them to

Speak, at later stages, when the teachers feel that the learners are fluent enough, then it is important to correct their mistakes in order to make them speak correctly. This balance between the fluency and accuracy in learners' speaking skills can be maintained or developed side by side by creating real life situations and allowing the learners to keep on speaking and also helping them correct their mistakes when required, which helps them to gain confidence, as a result they become motivated to enhance their speaking skills. Swain (1985) suggests that fluency of the learners can be developed if they are provided with ample chances to speak, besides the instructions and language structures are taught to them. Because it is not only the structure that forms the language but also the comprehension, the learners make through practice, and then they become familiar with both when they reach to a stage where they can easily assimilate the form and the meaning of the language, which is gained through fluency, and the fluency is developed through conversation. Learners' fluency and accuracy may be developed through a planned lesson plan, based on the activities designed, applied, performed and practiced in Pakistani context, like the ones Brown, 1994; Burns & Joyce, 1997; Carter & McCarthy, 1995 have suggested, but this needs practically, commitment, devotion, hard-work and continual struggle by the teachers on the one hand, and the learners on the other. However, it is the motivation of the teachers that helps the learners to develop their speaking or any other language skills. According to Ur, (1991), in a classroom, there are high-motivated as well as low-motivated learners; the high-motivated learners actively take part in the activities the teachers design and use for their learners to develop their speaking skills, while the low-motivated learners try hiding themselves behind or under the desks, as their motivation level does not allow them to rise and participate. It is,

therefore, important that the teachers develop the motivation of the learners first by developing friendly learning environment, so that those, the lower-motivated ones may also participate and improve their speaking skills.

2.4 Appropriacy

Accuracy in developing speaking skills refers to using the suitable words; appropriate words, phrases and sentences help the speakers and listeners to clarify the message sent or received. Appropriacy demands how and what to say in a context; in other words selection of words is important to deliver the message. In speaking classes, teachers may guide their students to choose the appropriate words, so that in their academic and practical life, the learners may speak in a better way, following the taboos, which help them to communicate their message in a more meaningful and concrete way (Nolasco & Arthur, 1987).

2.5 Lesson Planning

Teaching speaking skills requires a well-planned lesson followed by an outline (Brown, 1994; Burns & Joyce, 1997; Carter & McCarthy, 1995). The first stage of a lesson plan is the preparation stage, that is the overall plan the teachers do for the lessons they are going to teach, managing the time for each activity designed to teach, and the most important is to have prior knowledge about the learning and understanding levels of their learners. It has mostly been experienced that teachers plan lessons without knowing their learners' needs and their level, or they design some activities which they like themselves, which may not bring positive results. To bring positive results, the teachers should design the activities which can be helpful for their learners to develop their language skills, and they

like to participate in them (Brown, 1994). The second stage of lesson planning is the presentation skills, which is one of the most important stages, in which the teachers share the knowledge and the information about the activity designed for the learners; teachers' active demonstration develops their learners' interest, helps them to assimilate and follow, what is being presented to them. In this stage, the teachers perform themselves first. It can be a dialogue or some language activity; the teachers' role in the presentation stage is to be very active to make their learners understand the activity, they plan and perform for them; the learners follow their teachers' instructions, the way they deliver the information and speak, the way the body and hand gestures they use, and the engagement of the teachers in the activity, which needs energy, enthusiasm, vigour and hard work. As a result, the learners get ready to perform in the same way as their teachers do. It is like teaching them how to ride a bike, which requires more than the theoretical knowledge that makes the learners to be good riders, rather it is the performance itself that is to ride it by demonstrating how it is ridden, that demands to know about the various tools that function in the process of riding, e.g., what a gear is, and how it does function. Thus, this way of guiding and teaching is made with the other related tools, like the clutch, its function and usage and so on (Carter & McCarthy, 1995).

The practice stage is the third stage in a lesson plan. In this stage, the learners practice of what has been taught to them in the presentation stage. Dealing with the same example of riding the bike, in this stage, the learners are provided the opportunity to ride the bike, but they are not left free; they are observed by the teachers and supported and motivated while riding, and they are corrected and guided if they make any mistakes, or get stuck during the activity. The teachers keep on motivating and supporting their learners during

the whole process. In the teaching or developing speaking skills, this stage is dealt as the learners' practice stage, but a controlled-one, because they might digress or make serious mistakes. Hence they are observed seriously, helped, motivated and guided (Burns & Joyce, 1997). Then comes the evaluation stage, which involves the results of the previous three stages. This stage is made through assessing the learners whether they have learnt what has been taught to them, for instance, to assess them riding a bike, without helping them. In other words, the teachers assess their learners as an observer in this stage, and gives feedback by critically evaluating the learners, hence, called the evaluation stage. Ur (1991) describes as, "What the groups have done must then be displayed and related to in some way by teacher and class: assessed, criticized, admired, argued with, or even simply listened with interest" (p. 23). Same is the case with the learning or developing speaking skills; learners are observed whether they perform the activity given to them by following all the possible learning techniques they have already gone through or experienced while learning the activity designed for them to enhance their speaking or any other skills (Burns & Joyce, 1997). This includes the appropriate vocabulary, the rise and fall of pitch, the intonation, stress patterns, well-constructed sentences, and appropriate body and hand gestures, including the eye contact while performing the activity. This stage, may be extended further when desired, like, changing the activity, situation, and some other related task may be applied to bring the desired results (Carter & McCarthy, 1995).

CHAPTER 3

METHODOLOGY

3.1 Introduction

This study is a blend of quantitative and qualitative methods, with a focus on quantitative method, in which, teachers' assumptions and practices have been traced out by employing survey tools: questionnaires (see Appendix 1), interviews guide (see Appendix 2) and observation (see Appendix 11). Focusing on the quantitative aspect of the data, percentages of the responses were worked out to develop and support the arguments.

3.2 Population and Sampling

The population of the study consists of the teachers of tertiary level in the public sector universities of Islamabad. Convenience sampling was used for the study. Only two institutions namely International Islamic University Islamabad (IIUI), and National University of Modern Languages (NUML), Islamabad were selected. Both universities are close to each other, which helped the researcher to access them easily, and above all, both universities offer English language courses from basic to advanced levels—the tertiary level, which was helpful to carry out the research.

The data was collected through triangulation: teachers' responses by administering the questionnaires among the respondents, interviewing of the informants, and observing of their classes with the help of observation-sheet in addition to the video and audio-

recordings. Thus, the data was later on cross-checked. Out of sixty, Fifty-three teachers responded to the questionnaires fulfilling the data required. Out of the fifty-three respondents, interviews of eight informants were conducted to know about their assumptions to developing speaking skills. Preference was given to those who teach speaking skills and work in the capacity of administrative positions within English language teaching departments and centers, and finally, 8 teachers' classes were observed. Three male teachers' lessons were video and audio recorded as they allowed me to record their classes, in addition to using the observation sheet. One male teacher did not allow me to video-record him but allowed me to only video-record his students, so his class was observed by using the observation sheet in addition to video record of his students. The female teachers' classes were not allowed to be vide-recorded; their classes were observed with the help of the observation-sheet on the one hand, and audio-recording was made on the other hand. The triangulation was helpful in comparing and contrasting the teachers' assumptions and their practices.

The target population was formerly informed and assured that their names and the data taken from them, either in written or in video or audio recording, would only be used for the research, and not be used in any other field or for any other purpose. The purpose of using convenient sampling was helpful access the respondents to administer the questionnaires among them, interviewing or observing their classes; random selection was not made as there were temporal, social, cultural and administrative constrains. Thus, questionnaires were administered among the ones who were available and teaching in the Spring Semester, and for the observation of classes and interviews those teachers were selected who were available, teaching speaking skills, willing to participate themselves

for the research conducted, and/or to whom the administration of both universities (IIUI and NUML) allowed, directed, guided and helped me to access. Questionnaires were administered among and collected from female teachers (IIUI-Female Campus) with the help of the Coordinator English Language Center, as per directives of the Chairperson English Department (IIUI-Female Campus), who told me to access the Coordinator, who took the questionnaires, administered them among the English Language Faculty by herself. The Coordinator gave me her office telephone number and told me to ask her for receiving the questionnaires after two or three days. When I phoned her after two days, she told me to collect the questionnaires the following day. I went to her office on the 3rd day, and received all the filled up questionnaires except one that was missing. She had made my task easier.

At IIUI-Male Campus, I administered the questionnaires by myself. I found most of the teachers in English Language Teaching Centre, whom I requested to fill up the questionnaires. They filled them up and returned them within 15 minutes, but two teachers were busy, teaching their students, told me to collect the questionnaires the next day. The next day I went to them and collected filled-up questionnaires. At NUML, the Chairperson of English Language Classes, directed me to give the questionnaires to one of her colleagues teaching speaking skills, whom she asked to administer the questionnaires among both male and female teachers and get them filled up during break and return on the same day if the teachers were available during break. He took the questionnaires, and gave me his cell-number to contact him the next day, as he assumed that some of the teachers might not fill up the questionnaires during break, on the same day. I phoned him the next day. His response was also positive as he had collected the

filled up questionnaires from the respondents. The next stage was to select the respondents for taking interviews and observing their classes. Following the same sampling (convenience), eight teachers were interviewed, and eight classes were observed.

3.3 Data Collection

Following tools of data collection were used:

3.3.1 Questionnaires

The questionnaire was piloted among two teachers teaching speaking skills at IIUI and NUML. They went through it, and pointed out a few ambiguities and mistakes made in the questionnaire, which were modified and corrected. Piloting is helpful to eliminate vague and problematic terms or questions (Bell, 2005). After improving the draft, the questionnaire was finalized and then it was administered among the respondents. The areas the statements or questions covered were: the teachers' experience of teaching speaking skills, the workshops they have attended, the methodology and tools they apply to develop speaking skills, the A.V. aids they use, the lesson plan, course or syllabi etc. (see Appendix 1). The questionnaire had both, ten close-ended multiple choices questions and eight open-ended for better input from the respondents, so that they would respond more extensively about what they have in their minds, and not be bound to select what is given by the researcher. Sixty questionnaires, thirty in each university (IIUI and NUML) were distributed among the teachers. Twenty-nine were returned from IIUI; one did not meet the research requirements, as the respondent had less than three months experience, so it was discarded. From NUML, twenty-five were collected. On the whole, fifty-three

filled up questionnaires were received. The data received from the questionnaires was codified as T-1, T-2,..... T-53 (with T for teacher), on the MS Excel Sheet, and the questions were mentioned as Q.1, Q.2..... Q.18 (with Q for question), and the choices whether open or close: a, b, c, d, e, f or any other, were changed into numerical order in MS Excel as it counts only numerical data i.e., 1, 2, 3, 4, 5, 6,7, and then they were graphically represented (see Appendix 12).

3.3.2 Interviews

Interview guide was used to have oral responses. Interviews help the researcher to be flexible and free to ask the questions from the informants (Nunan, 1992). The questions covered the opinions on effective speaking skills, the methodology being applied, the syllabi being used, activities the teachers design and apply for a lesson, and the teachers' assumptions and practices to develop speaking skills (see Appendix 2). The informants' consent was taken to interview them for the research purpose. Eight interviewees were recorded, four from each university (two male and two female) through convenient sampling, i.e. those who were available and willing to give interview, and also to whom the administrations of their respective departments allowed and directed me to interview; priority was given to those who teach speaking skills and also were engaged in the relevant administrative and policy matters.

3.3.3 Class Observations

Observation helps the researcher to gather the reliable data, as during observation s/he can directly observe the teaching and learning process (Nunan, 1992). Observation was made by following the responses/information the respondents/informants made in the questionnaires and interviews. The main parts covered through observation were:

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teachers' preparation, presentation and execution of the lesson. These three parts were further divided into sub-parts (see Appendix 11). Eight teachers, four from each university (two male and two female), teaching speaking skills at the tertiary level were observed for half an hour to two hours through video and audio recordings including the observation sheet. At IIUI, the In-charge English Language Center instructed me to stay for half an hour maximum to observe the classes due to some administrative and social constraints, while the male teachers of IIUI were observed for two hours. At NUML, it was a different case, the duration of the classes varied on Thursday and Friday, and I was allowed to observe the classes on the said days as the classes of speaking skills held on the same days, so at NUML, two classes were observed for thirty-five minutes, while the other two were observed for forty-five minutes.

Class-observation is more authentic way to find the results and the video and audio recordings including the observation sheet helped me to rehearse the data and compare it with the responses given to the questionnaires and interviewers that provide chances to bring down each and every point that has been made by the respondents. Sony hand-carry-camera was used for the video-recordings of the teachers' classes and their interviews, and in some cases, where the video recording was not allowed, audio-recording was made, using the Samsung-Galaxy S-DOUS mobile phone as well as the laptop that I carried along during the survey.

3.4 Data Analysis

The data, after having collected through questionnaires was coded and then it was entered and analyzed through MS Excel. The data collected through interviews and observations was brought into qualitative analysis when the results were discussed and interpreted at

length, working out the teachers' assumptions and practices about developing speaking skills among English language learners at the tertiary level, as suggested by the respondents themselves.

Thus, the responses of the questionnaires were compared and contrasted with the interviews taken from the respondents and the observations of their classes (see the next Chapter- 4).

CHAPTER 4

DATA ANALYSIS AND DISCUSSION

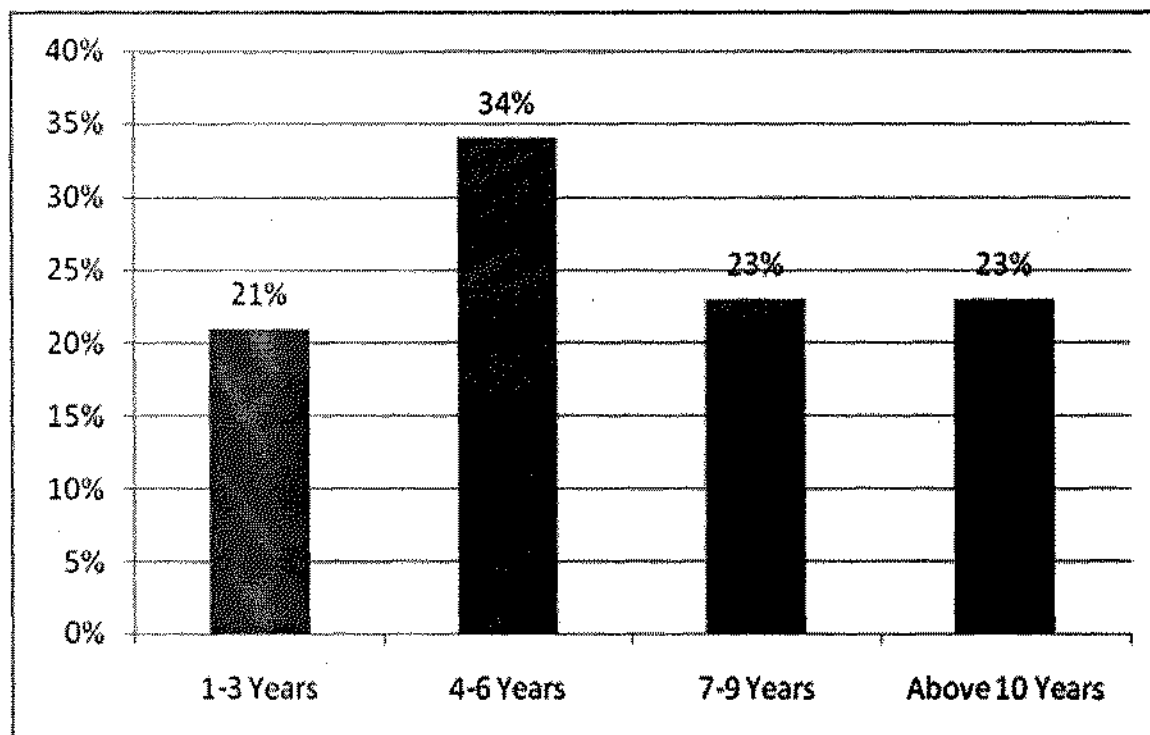
This chapter gives a detailed analysis of the data that was collected through questionnaires, observation and interviews from the respondents about developing speaking skills.

4.1 Analysis of the Questionnaire

Fifty-three respondents returned the questionnaires after filling them up.

Component/question wise responses were graphically presented with brief interpretation of the results.

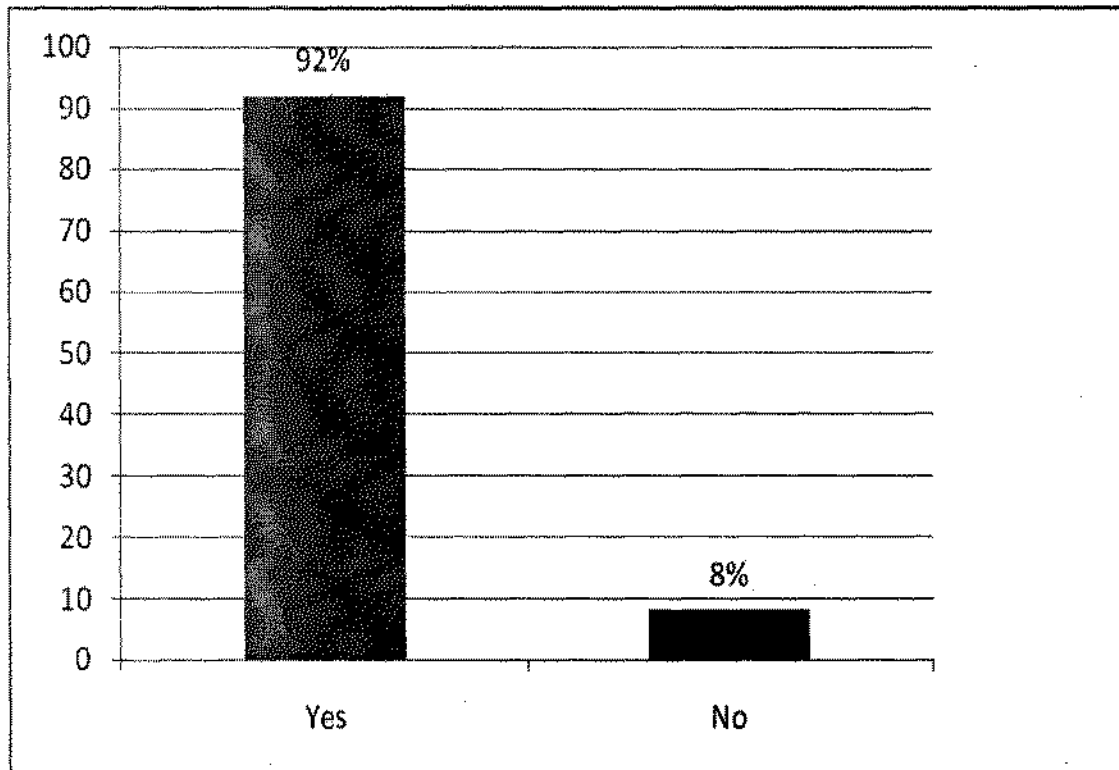
4.1.1 Teaching Experience of the Respondents



All the respondents replied the question related to their teaching experience. Responding to this question, 21 % of the respondents replied that they had 1-3 years of teaching

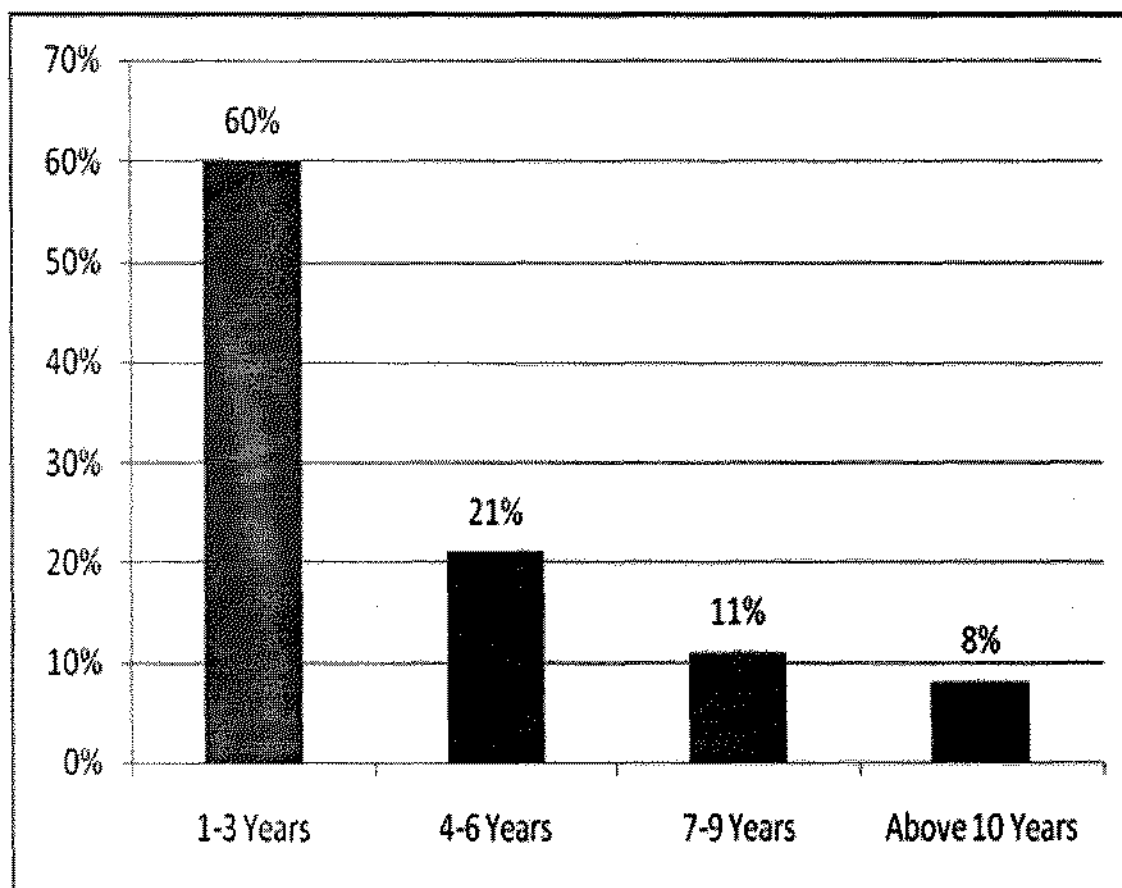
experience, 34 % had 4-6 years experience, 23 % had 7-9 years, and 23 % stated that they had above 10 years of experience. So an overwhelming majority (80%) of respondents have above 4 years of English language teaching experience. This shows that the respondents possess enough experience to teach speaking skills in a more professional and helpful manners, as successful teaching requires experience and exposure of the teachers who help their learners' to develop their speaking or any other language skills.

4.1.2 Teaching Speaking Skills



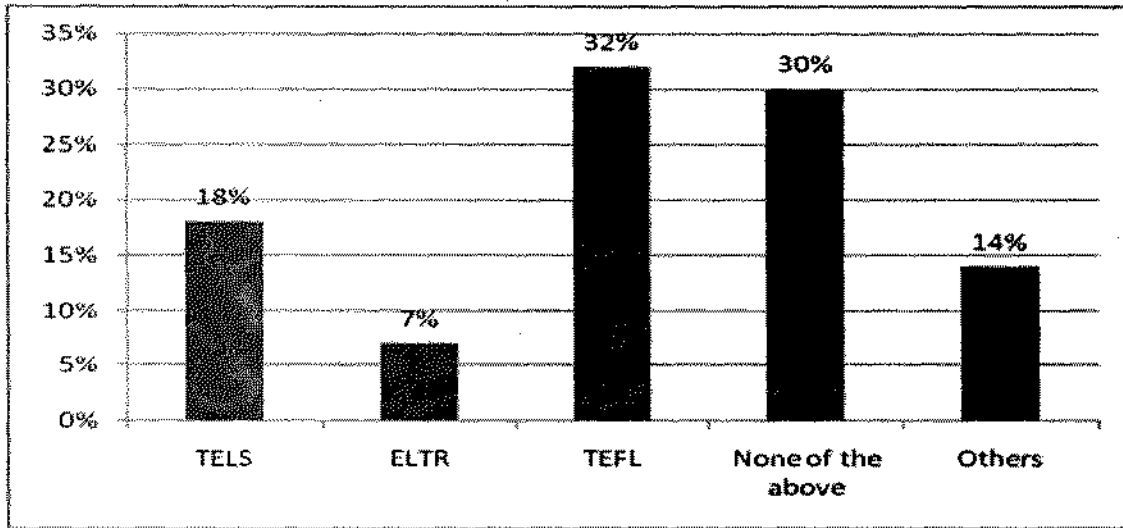
The next question was more specific as it required the teachers to state whether they had been teaching speaking skill or not. Responding to this question, 92 % replied that they had taught the speaking skills, while only 8 % responded that they did not teach speaking. This shows that a vast majority of 92% has been found engaged in teaching speaking skills.

4.1.3 Teaching Experience in Speaking Skills



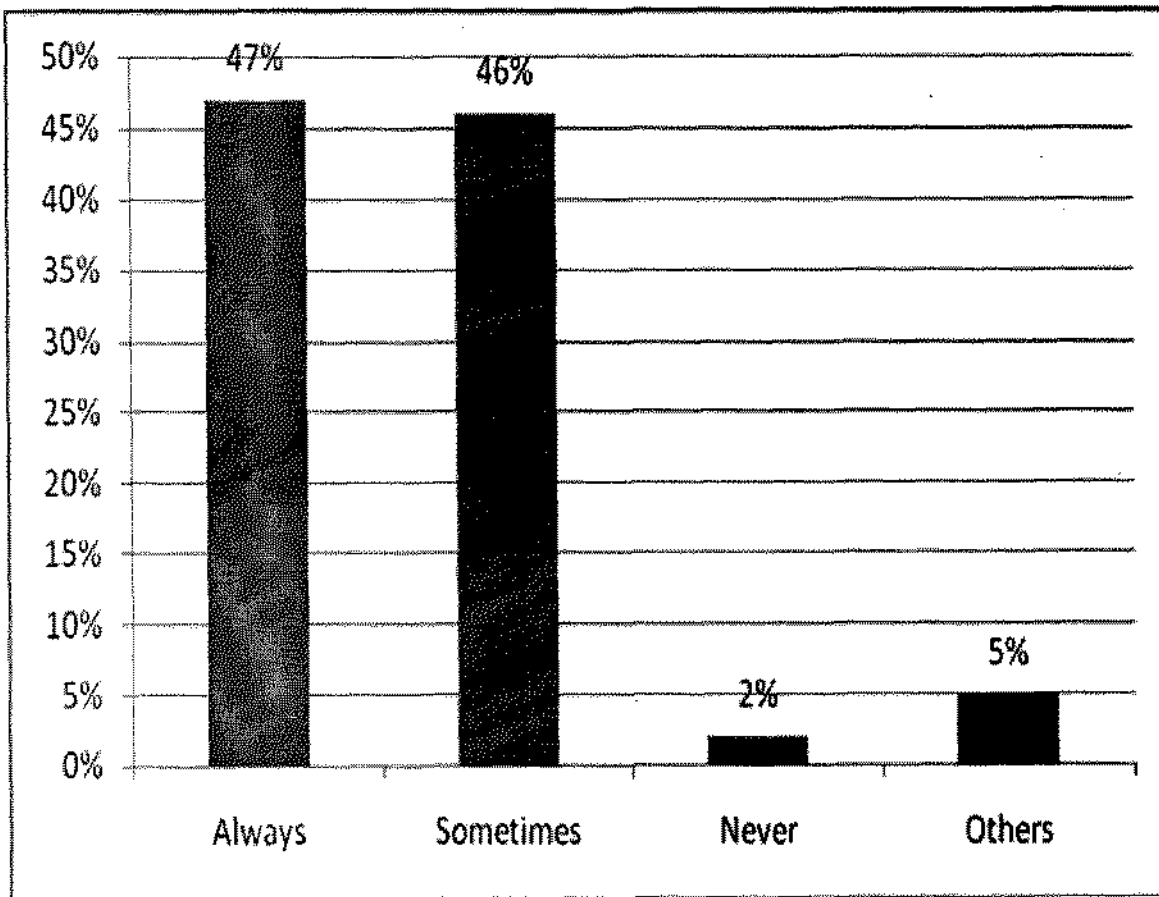
Regarding experience in teaching speaking skills, 60 % respondents replied that they had 1-3 years experience, 21 % had 4-6 years, 11 % had 7-9 years, and 8 % stated that they had above 10 years of experience. Probably because teaching speaking has been focused as a separate skill more recently, therefore, not many of the teachers could be found teaching particular speaking skills as a separate skill.

4.1.4 Professional Courses/Training Workshops Attended



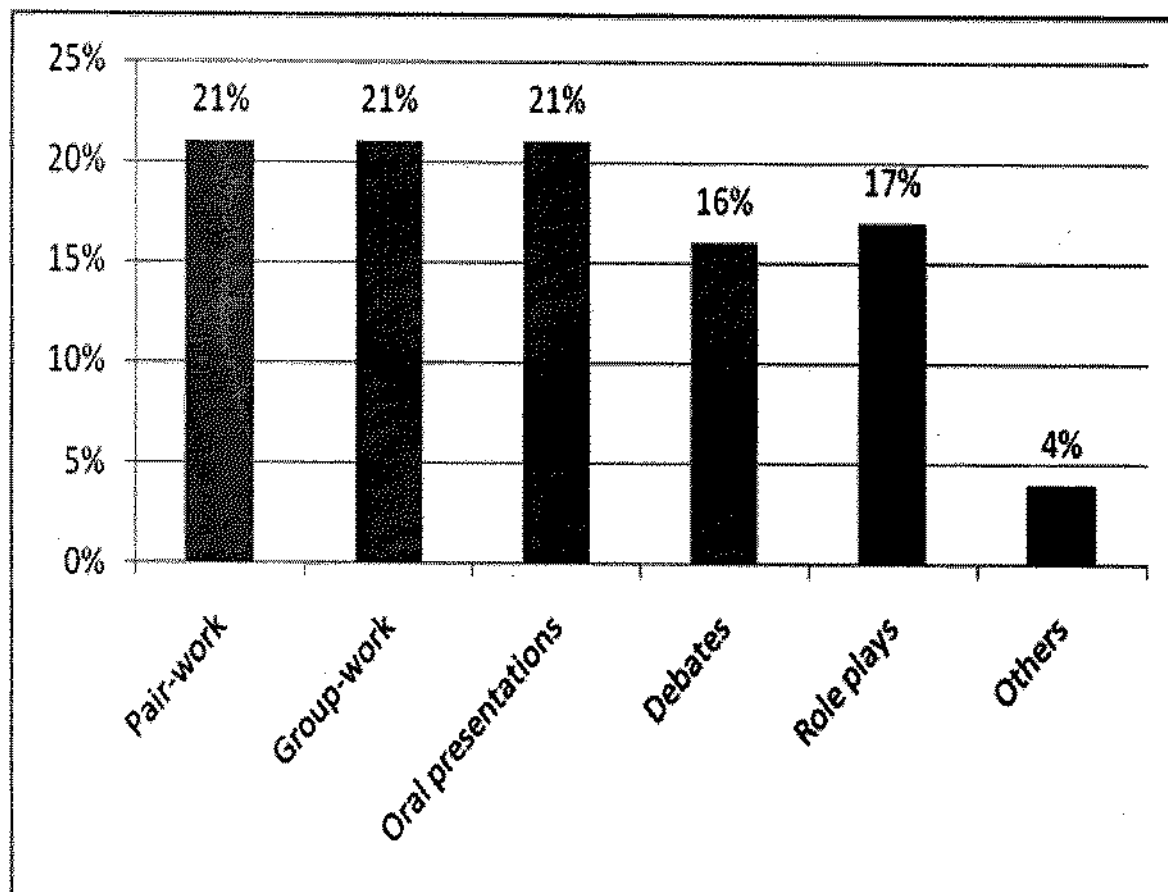
The question whether the respondents had attended any professional courses or workshops was very important as teachers' professional training over repeated intervals is mandatory. Mixed responses were found on this question. The data showed that 18 % respondents had attended Transforming English Language Skills (TELS), 7 % had attended workshops by English Language Teaching Reforms, 32 % had done Diploma in Teaching of English as Foreign Language (TEFL), 30 % had not attended any courses mentioned, while 14 % had attended/participated in some other related courses/training offered by different organizations e.g., Society for Pakistani English Language Teachers (SPELT), Higher Education Commission (HEC), Professional Development Course, English Language Teaching Programme, Postgraduate Diploma (PGD) in TEFL, Faculty Development Programme, workshop on English for Specific Purposes (ESP) by HEC, etc. With 70% of the teachers who had direct exposure to workshops and training, it was natural to suppose that teachers had some theoretical knowledge that led them to have assumptions regarding the ways speaking skills should be taught.

4.1.5 Conformity with the Scheme of Work



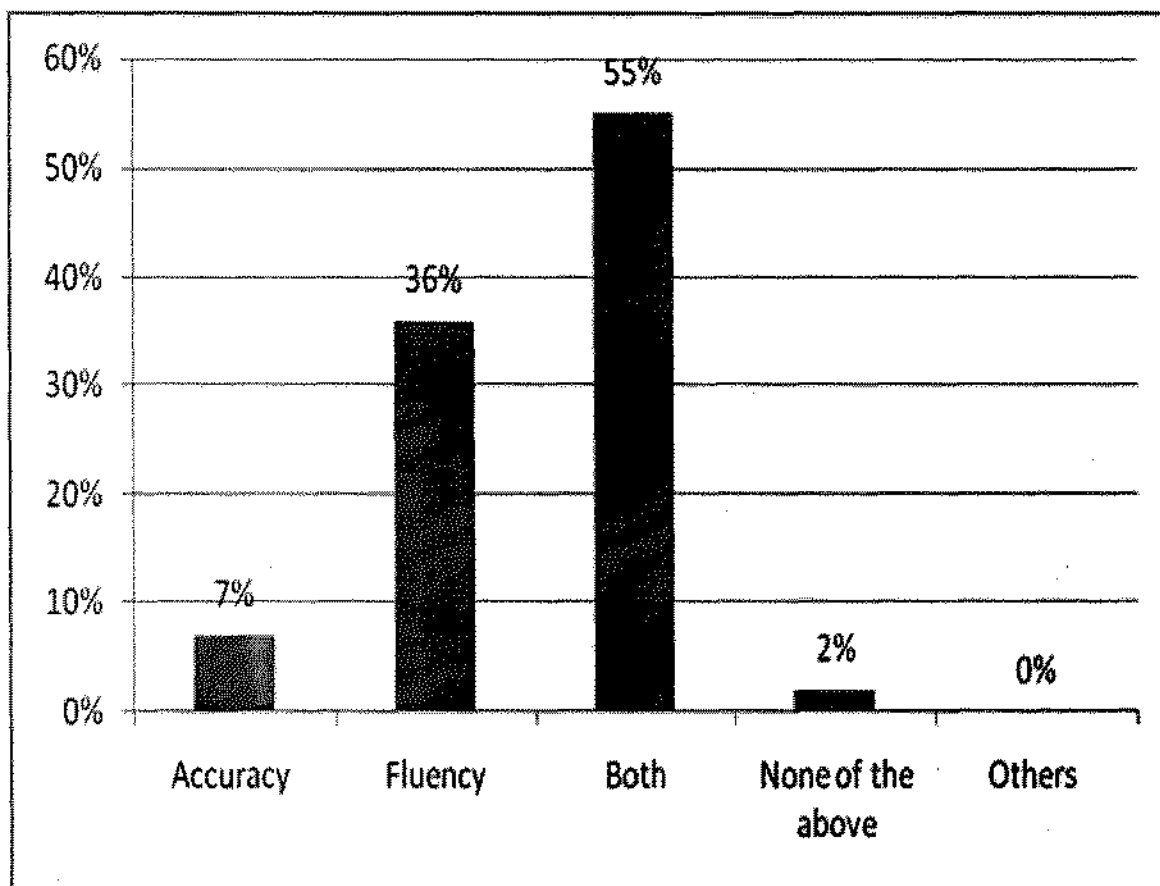
In response to the question, whether the respondents followed the scheme of work or course outline, 47 % respondents said that they always followed it, while 46 % follow it sometimes, 2 % had never followed it, and 5 % had some different ideas, such as, for a few, it was tentative, a few followed it most of the time; they mentioned that they devised the strategies and planning of resources according to the learners' needs. This shows that majority of them follow the teaching steps, devising the activities by managing the time, which ensures successful teaching.

4.1.6 Application of Different Activities



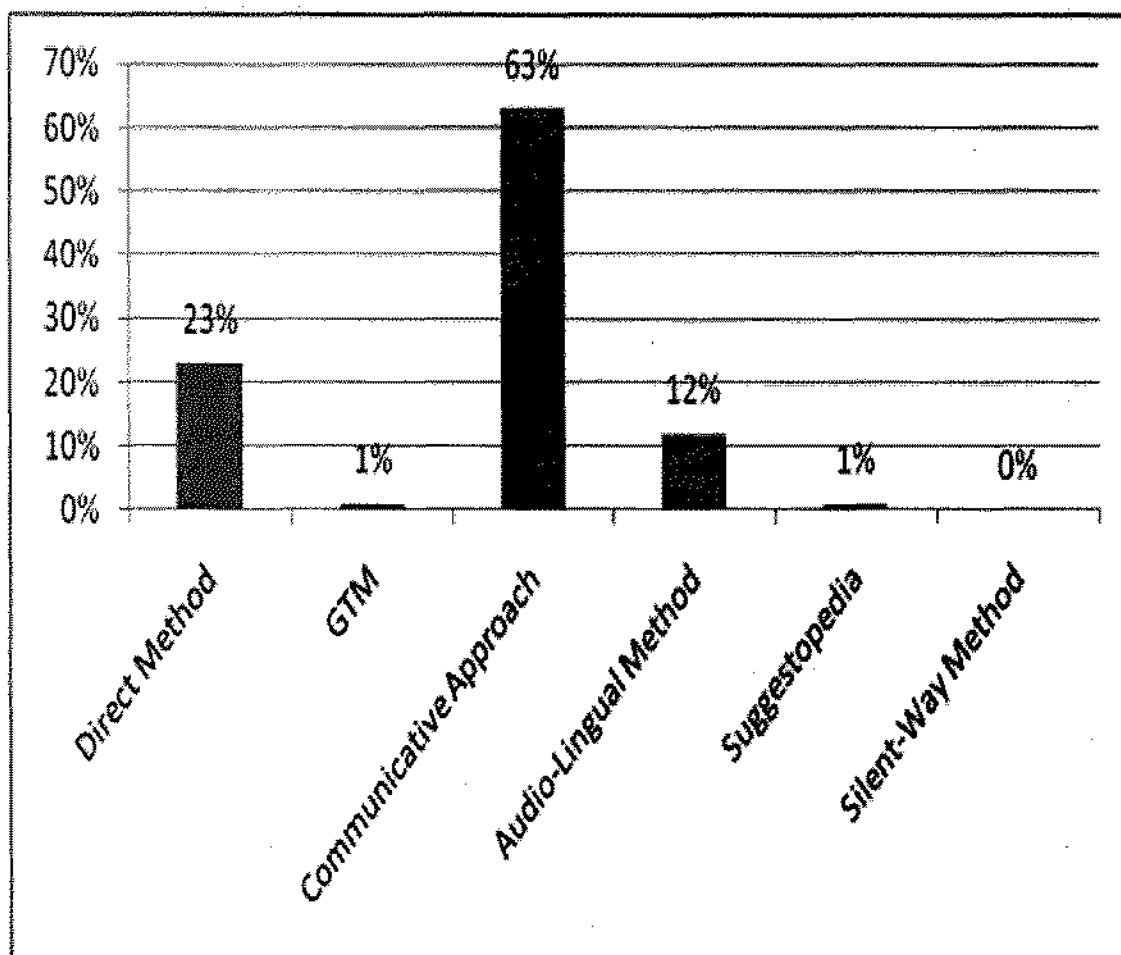
The respondents were also asked what activities they applied to teach speaking skills. According to 21 % respondents, activities based on pair-work were employed to teach speaking skills, 21 % assigned group-work, 21 % replied that they took oral presentations, 16 % gave debates, 17 % applied role plays, and 4 % suggested some other activities according to the number of the students, like, picture description, computer assisted language learning, games and interviews. This shows that most of the respondents are aware of the types of activities that are usually used in teaching speaking.

4.1.7 Accuracy or Fluency



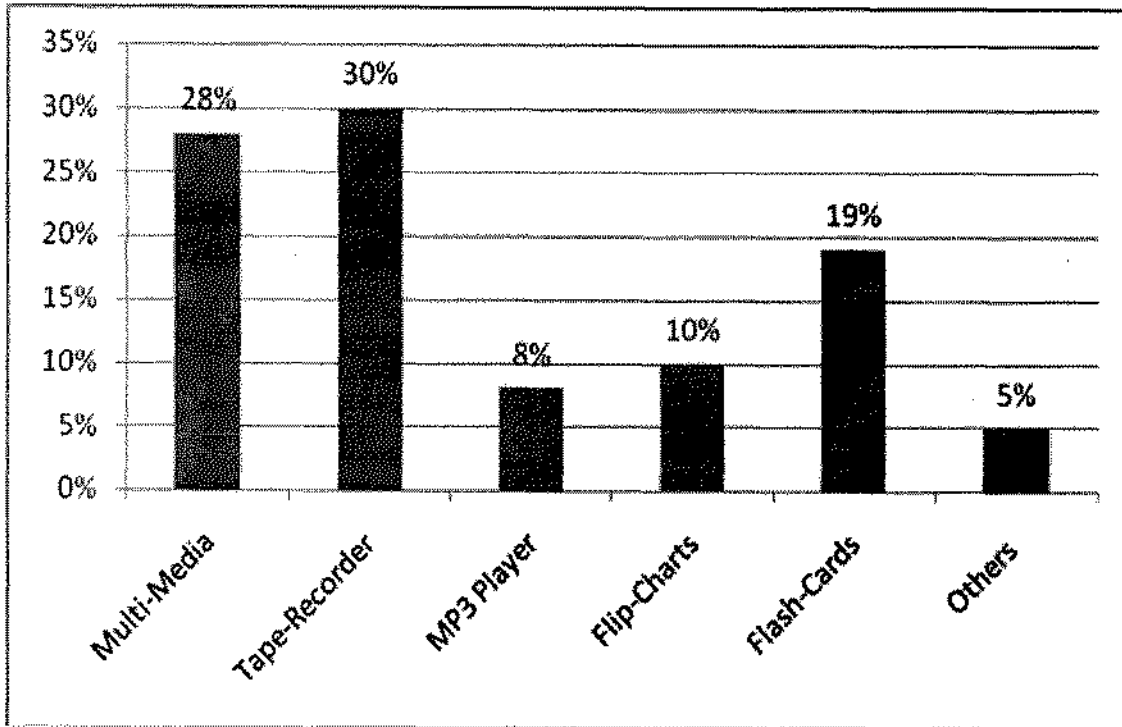
In response to question about the best option regarding developing speaking skills, 7 % respondents were of the view that accuracy was important to develop speaking skills, while 36 % claimed that fluency was more important, 55 % were of the view that both accuracy and fluency were equally important, 2 % responded that neither accuracy nor fluency was important. Again, majority of the respondents have the reasonable assumption that there should be a balanced focus on both accuracy and fluency in order to improve learners' speaking skills.

4.1.8 Teaching Methods



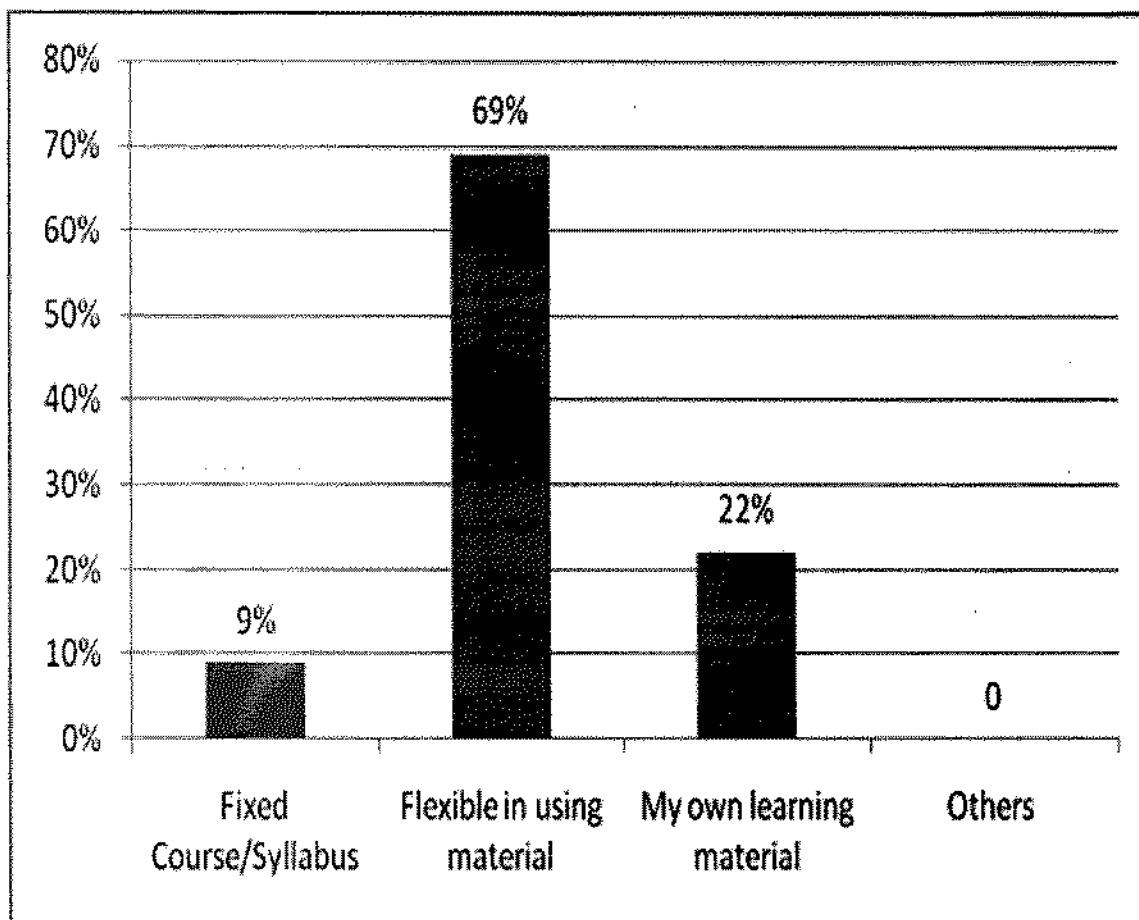
This question was about the methodology the respondents preferred applying during teaching speaking skills in their classes. 23 % said that they applied the Direct Method, 1 % preferred using Grammar Translation Method, 63 % preferred applying Communicative Approach, 12 % responded that they used the Audio-Lingual Method, 1 % applied Suggestopedia, while no-one applied the Silent-Way Method. This means that majority of the respondents of this research are aware of the most advanced approaches in teaching speaking such as communicative approach and audio-lingual method. This might be inducing in them some positive assumptions related to the teaching of speaking.

4.1.9 Teaching Aids



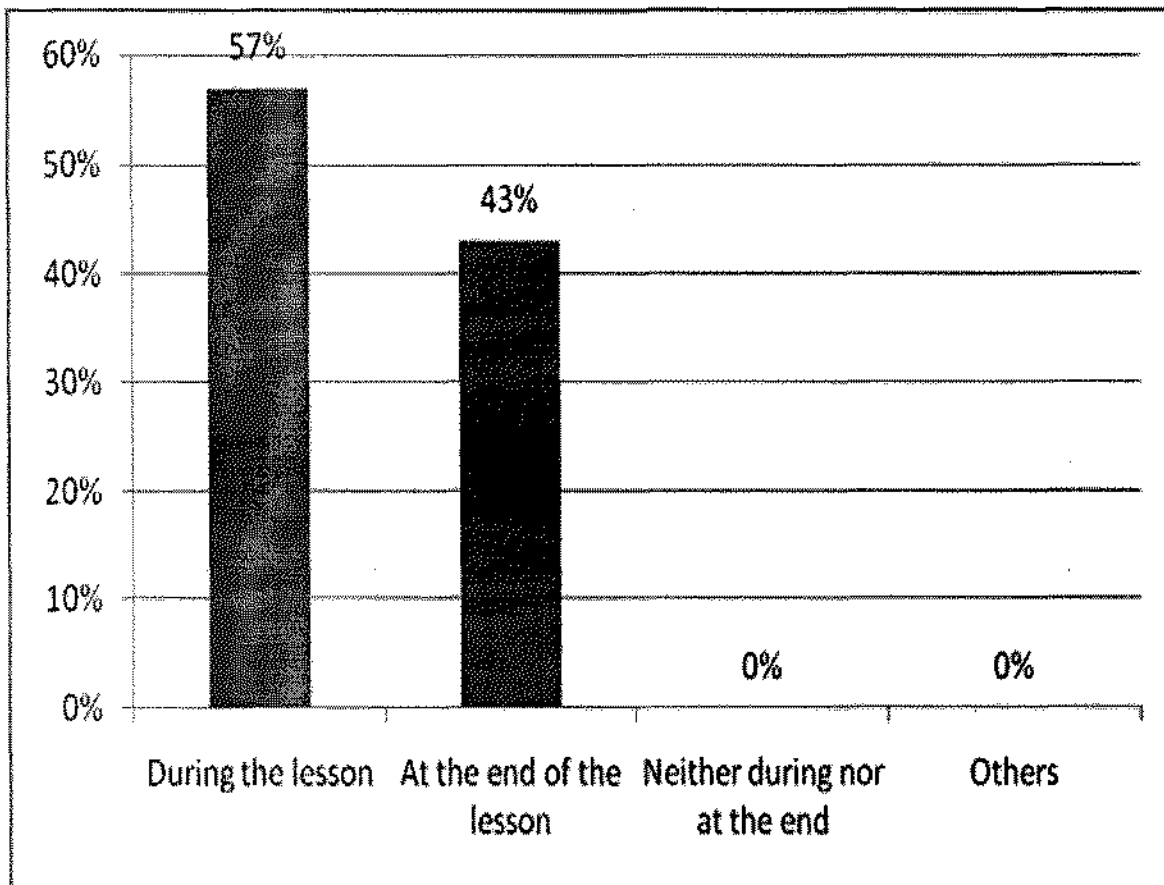
Responding to the question about using the teaching aids, 28 % respondents were of the view that they preferred to use the multi-media, 30 % were in favor of using the tape-recorders, 8 % mentioned MP3 players, 10 % used flip-charts, 19 % used flash-cards and 5 % applied some other teaching aids depending on the available resources in their institutions, like, newspapers, pictures, tape-recorders, writing-boards, and one of them was of the view that interaction between students and teacher is important. Responses to this question imply that the teachers are familiar with the full range of aids, from simple interaction and flash-cards to multimedia, and they are convinced that their use is meaningful.

4.1.10 Syllabi or Material Used by the Teachers



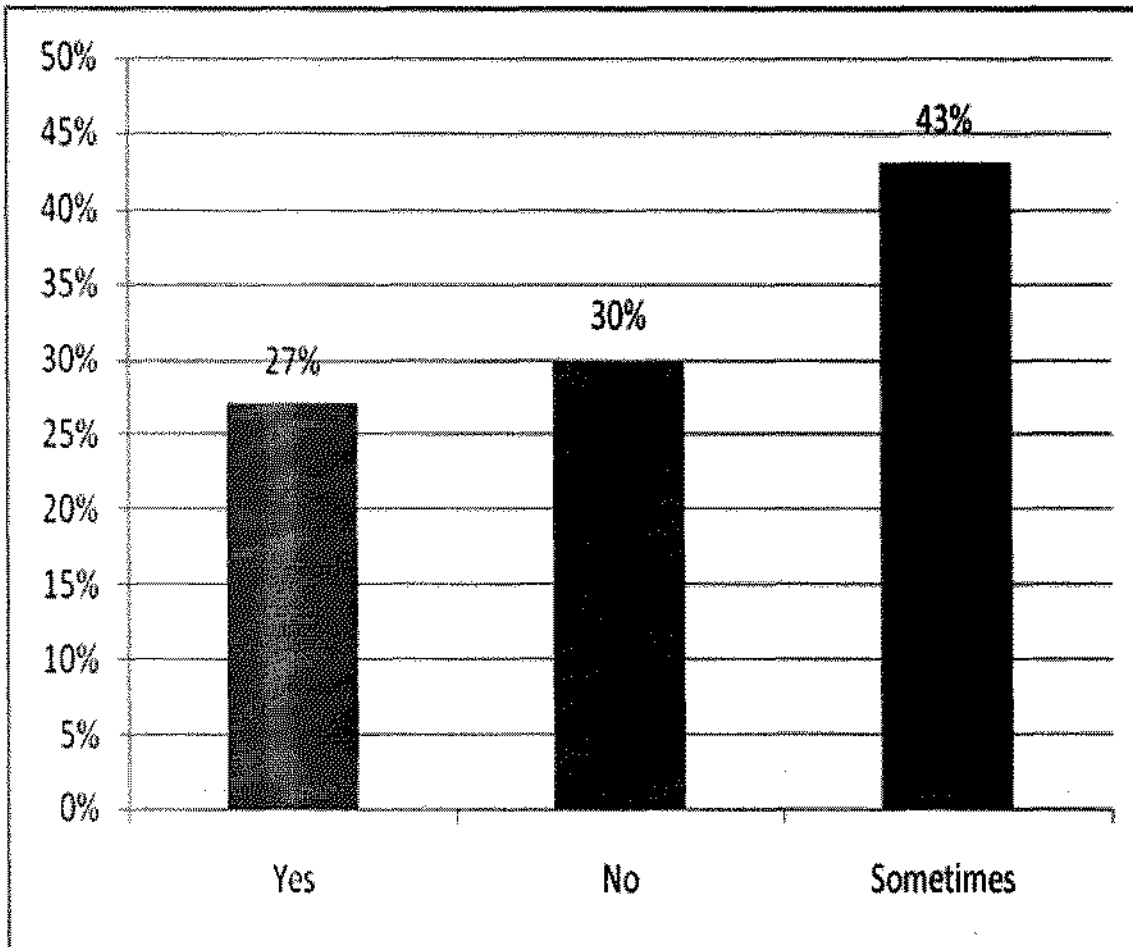
Regarding following the course/syllabus in their classes, 9 % of the respondents were of the view that they had a fixed course/syllabus to teach speaking skills, 69 % responded that they were flexible in using material from any sources for teaching speaking skills depending on the students needs and interests, while 22 % created and used their own material. This shows that the respondents believe in following students' psychological motivations and flexibly use the activities from a wide range of areas.

4.1.11 Allowing the Learners to Ask Questions



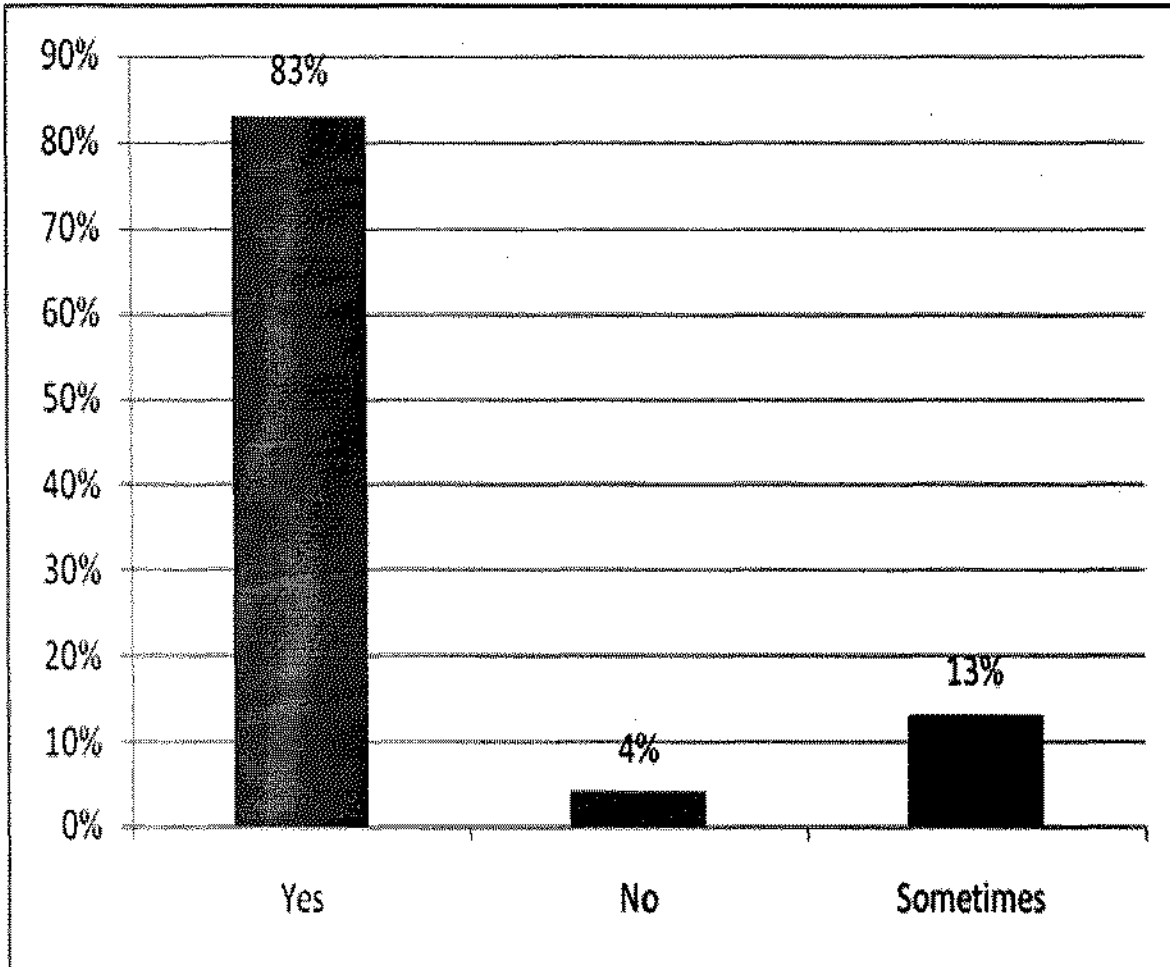
When asked whether the respondents allowed their learners to ask questions, 57 % respondents said that they allowed the learners to ask questions during their lessons, while 43 % allowed them to ask questions at the end of the lesson. This shows that the respondents assume that speaking class should be interactive with a conducive environment for the learners to ask questions at will.

4.1.12 Correcting the Learners' Mistakes on the Spot



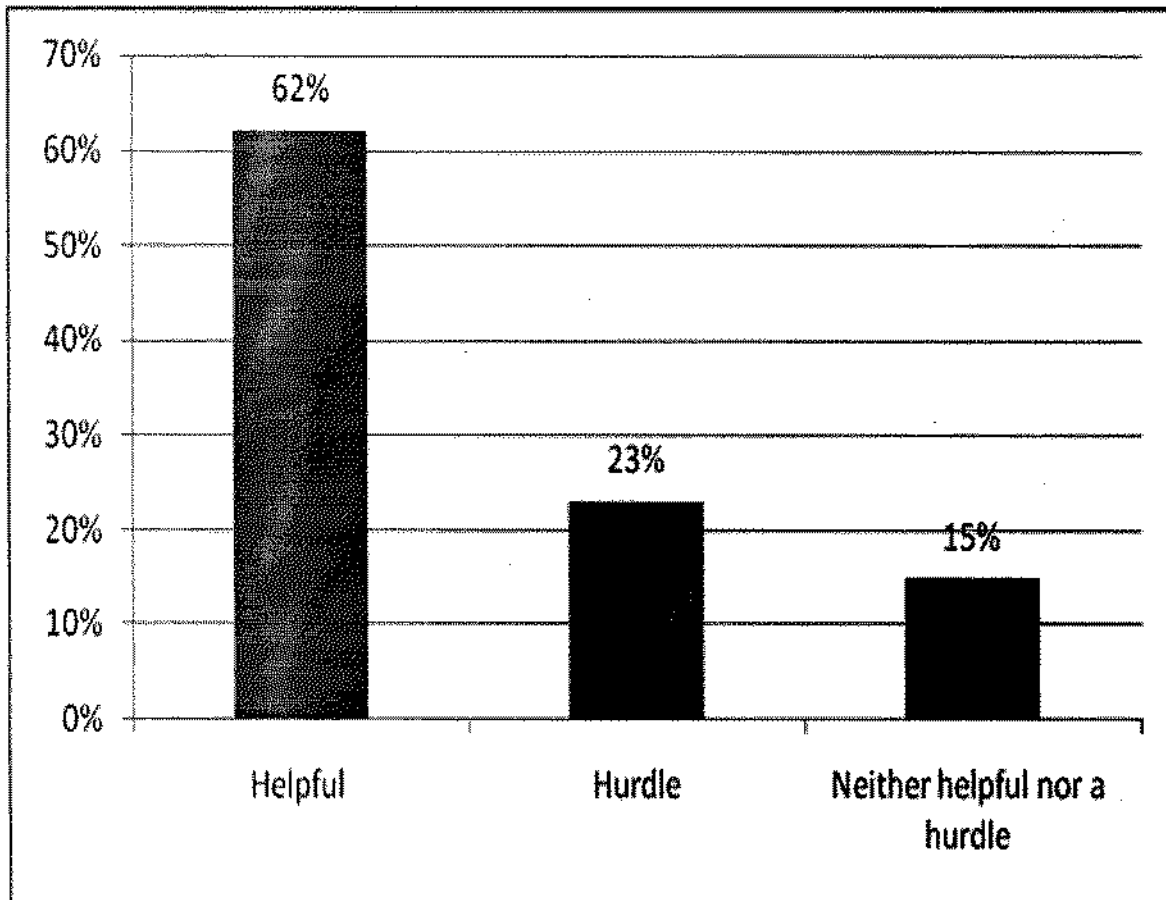
Responding to the question whether the respondents corrected their learners' mistakes on the spot, 27 % respondents were of the view that they had corrected them on the spot, 30 % did not correct them on the spot, while 43 % sometimes corrected them on the spot. These mixed responses hint on respondents' lack of clarity about whether they should prefer fluency or accuracy.

4.1.13 Correcting the Learners' Mistakes by Giving them Chance



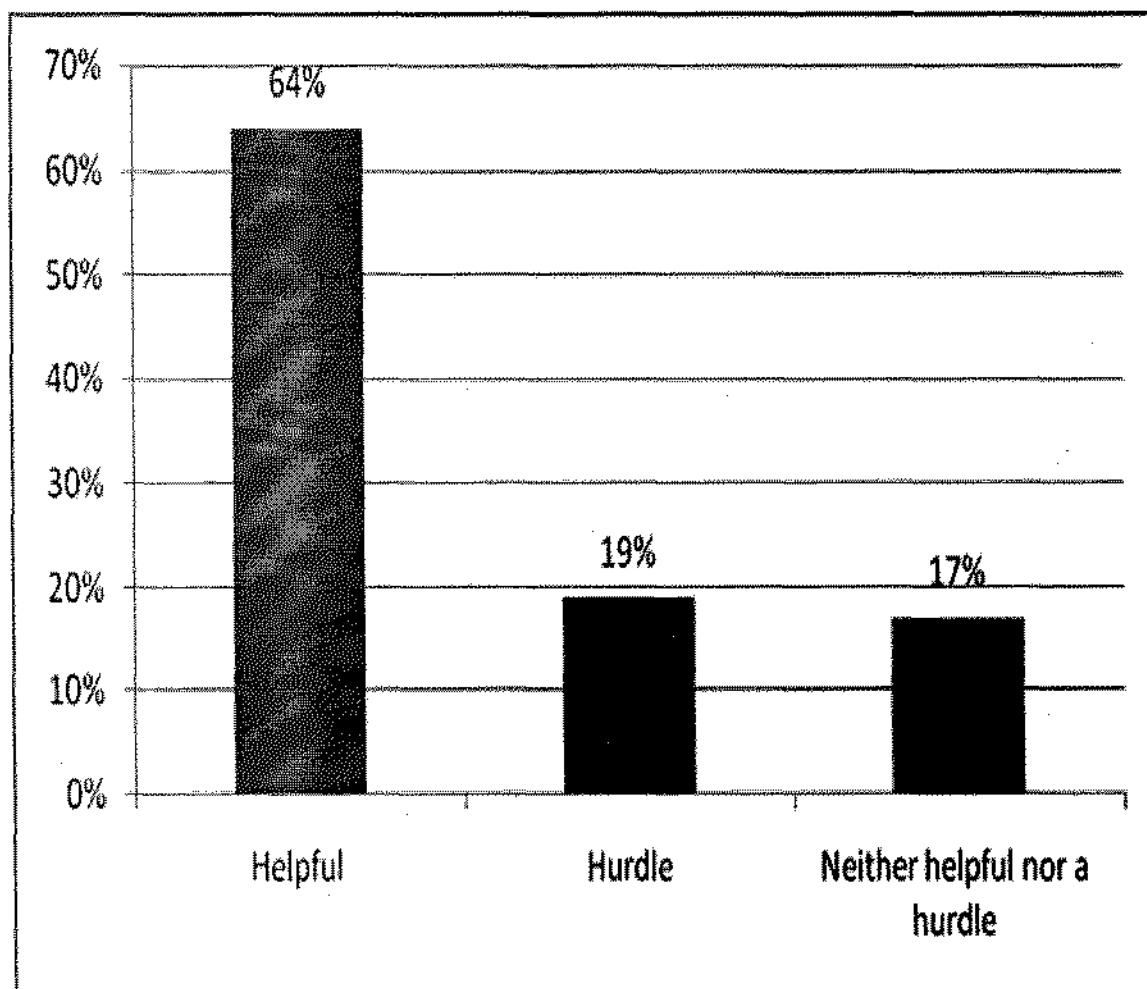
Regarding giving the learners' chance to correct their mistakes themselves first, 83 % respondents replied that they gave them chance first to correct their mistakes by themselves, 4 % respondents did not give them chance to correct by themselves, while 13 % sometimes gave them chance first to correct themselves. This means that majority of the respondents believe that the learners should not be spoon-fed, and rather be allowed to reflect on their errors that they might have committed due to their focus on fluency.

4.1.14 Multi-Lingual Background of the Learners



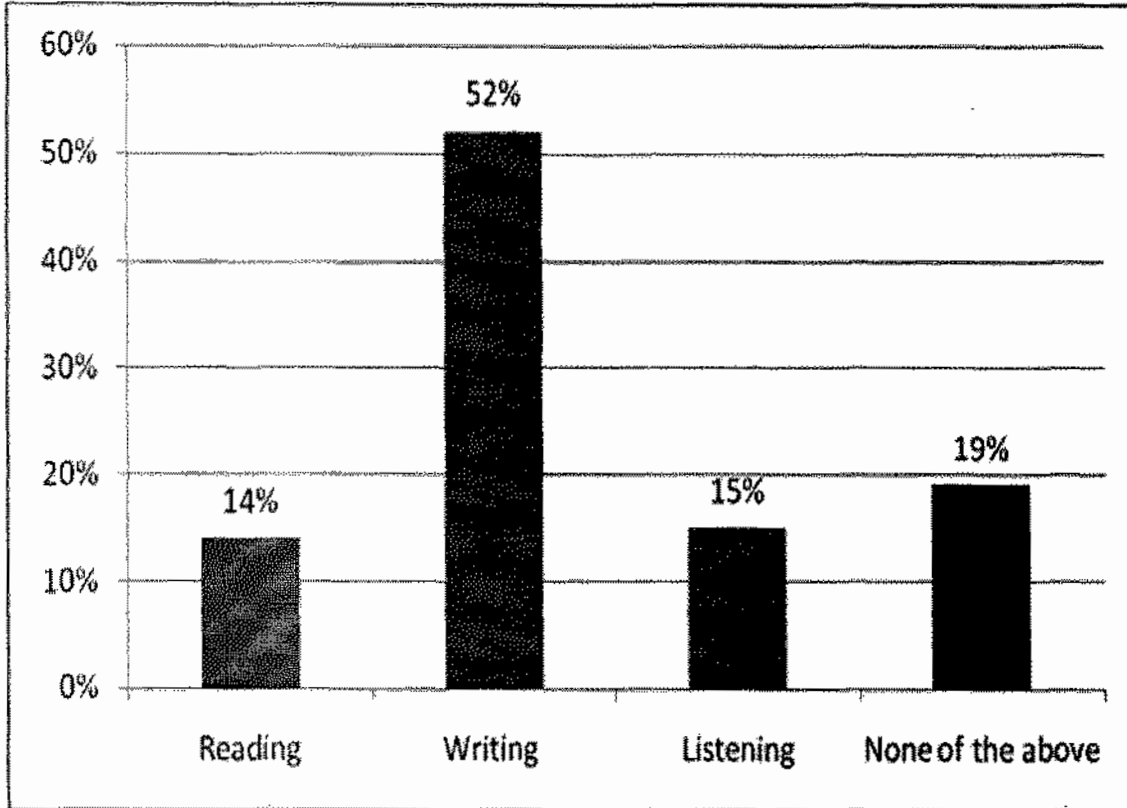
In response to the question about the language background of learners, particularly those with multilingual backgrounds, whether it was helpful, a hurdle, or making no difference in teaching speaking skills. According to 62 % respondents it was helpful, 23 % considered it a hurdle, while 15 % were of the view that it was neither helpful nor a hurdle. This means that majority of the respondents assume that knowledge of different languages enhances the learners' language learning ability.

4.1.15 Multi-Cultural Background of the Learners



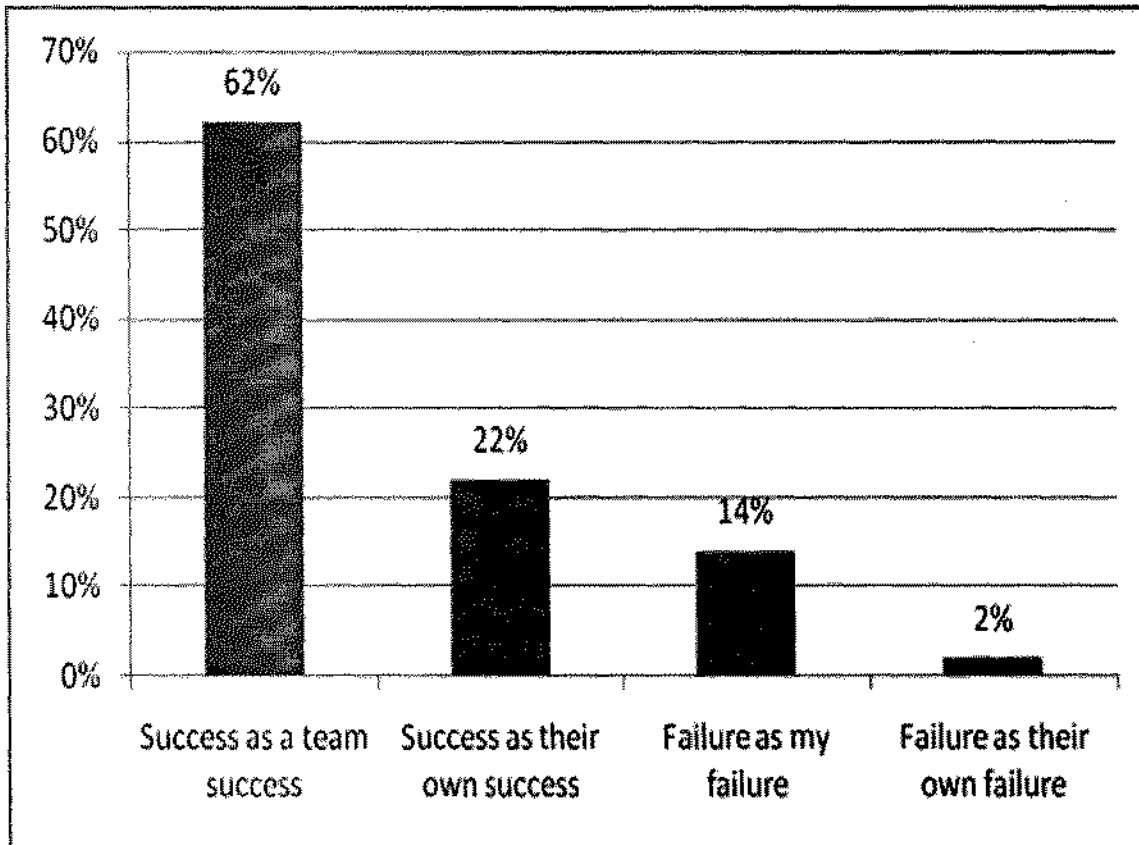
In response to the question about the multi-cultural background of the learners, whether it is helpful, a hurdle, or making no difference in teaching speaking skills. According to 64 % respondents it is helpful, 19 % consider it a hurdle , while 17 % are of the view that it is neither helpful nor a hurdle. This means most of the respondents believe that having multicultural environment helps learn speaking more efficiently.

4.1.16 Comparison of Speaking Skills with the other Skills



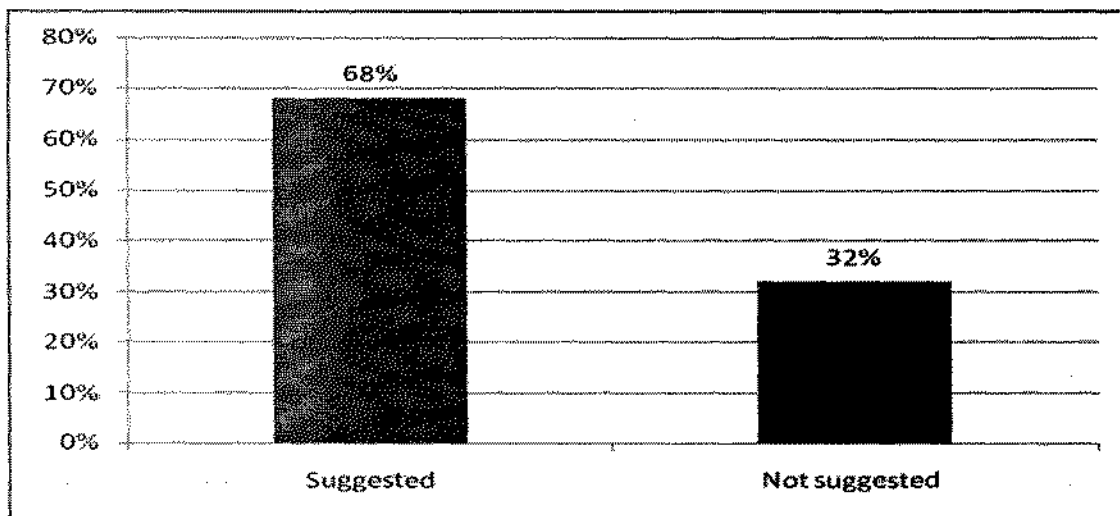
When asked whether it was easier to develop speaking skill than reading, writing, listening or was it the same as the other skills. 14 % were of the view that speaking was easier than reading, 52 % claimed that it was easier than writing, 15 % considered it easier than listening, for 19 %, it was the same as the other skills. So the majority of them believe that speaking is easier than writing, contrary to the fact that learners in Pakistani universities are more proficient in writing than speaking. This suggests that there are some issues in the teaching of speaking.

4.1.17 Developing Speaking Skills



In response to the question about the success or failure of learners' developing speaking skills, 62 % considered the success of developing speaking skills was the success of both: the teachers and the learners, 22 % mentioned it as learners' own success, 14 % considered the failure of developing speaking skills was the respondents' own failure, while 2 % mentioned the failure to develop speaking skills was the learners' own failure. This shows that the teachers are fully devoted to their jobs, and work as team player to accomplish the task successfully.

4.1.18 Suggestions to Develop Speaking Skills



Suggesting ways to develop speaking skills in their own context, the common responses of 68 % respondents were to use/apply communicative approach while teaching speaking skills; learners' confidence be developed by giving them ample chances to speak; different language games to be used; better to discuss about functions of speaking, talk with the learners, and they be told about the three functions: talk as interaction, talk as transaction, and talk as performance; social context be taken to stimulate the interests of the students; various activities be shown, like, showing a movie, assigning them roles to play related to real life situations; the learners be asked to share jokes, anecdotes, stories, and they be exposed to an environment where they are made to listen to the native speakers of English language and resultantly the discussion be generated, hence each learner be given a chance to participate and practice in speaking more and more 32 % did not respond to this question. All these suggestions given by a large majority of the respondents show that the teachers are aware of almost all the best ways and methods to be followed in ideal class of English speaking.

4.2 Interviews

Besides having the responses of the teachers through questionnaires, interview guide (see Appendix-2) was also used. The questions covered all areas, such as, opinions on effective speaking skills, the most important sub skills of speaking skills being taught to the learners, the methodology being applied, the syllabi being used, the activities the teachers design and apply for a lesson, and the most important one was the teachers' assumptions and practices to develop speaking skills. The informants' consent was taken to interview them for the research purpose. Eight informants, four male and four female from each institution were interviewed; preference was given to those who were teaching speaking skills and also engaged in the relevant administrative and policy matters. Some of them even willingly gave the interviews on the spot by their own will, and some gave the other day. Finally, interviews were recorded. Out of eight informants, three replied in detail, covering all the questions that were to be asked, when they were asked the first question, so there was no need to ask the other questions in series as they covered all what was needed from their interviews; they even mentioned more than what was asked; some of them replied systematically. Their interviews were recorded and then transcribed. However, as the pronunciation and other meta-linguistic features did not matter, therefore I did not follow any transliteration schemes or transcription conventions. So the transcription was simply done in Roman letters (see Appendixes 3, 4, 5, 6, 7, 8, 9, 10). The informants' and their institutions' names have been kept anonymous, maintaining the research ethics.

Teachers' responses to the interview questions have parallels with their responses to the questionnaires. All the informants (08) were aware of the latest teaching techniques and

approaches. Their assumptions correlated with their responses to the questionnaires. Their assumptions were to make their classes interactive and interesting, using A.V. aids, dividing classes into small groups and pairs, giving students role-plays to perform, chain-stories, teaching appropriate vocabulary and grammar items related to the topic or situation they deal with, creating real life situations, providing friendly and student-centered learning environment, focusing sub-skills, employing communicative approaches for effective teaching of speaking. Information taken from the teachers' have briefly been mentioned below (see Appendixes 3, 4, 5, 6, 7, 8, 9, 10 for complete interviews).

Informant one said, *"The best thing in any speaking skills class is to encourage the students to speak in the language they learn, what I believe is, speaking is language; if you do not know how to read or write but if you speak it, the people will say that you know the language, isn't it? In our institution, for many years, we have been using BBC books, and most of them have integrated skills. We are working to modify and relate them with our needs, and we are working to integrate the skills related to our real life situations. Students should be encouraged to speak. In our Pakistani context, there are two problems with our students, one is their shyness and the other one is their hesitation. ... The purpose of language speaking is to communicate rather than speaking the correct language, we must encourage the students to speak fluently rather than following accuracy, which comes later. ... Our teachers are well-trained. Hundred percent of them have done masters in TEFL. They are experienced, and are aware of the communicative approach; if the books they have are not useful, they use some supplementary material by their own. Newspapers are the cheapest sources which can be used in the classes. I bring different cut pieces related to the students likes and their level*

of understanding, show-biz, decoration, sports, and then divide my students into groups and give them a piece of reading, ask them to speak on what they have learnt from those news-items. I have got many activities in small chits or in the form of news-items etc. We have them in a plastic-bag, for every activity we prepare and use them in our classes, and then keep them in a cupboard."

Informant two said, "Effective teaching of speaking skills is possible if the needs of the students are known and the emphasis on speaking skills be made; the course be designed according to the needs of the students, their level, their understanding, their capacity and ability to learn, the way they respond to it. The activities designed for them must be helpful and be based on real life speaking experiences ... If we want to see our students speaking well, then communicative methodology can be considered the best, but there is a problem that it does not help the students to be accurate; their structural or grammatical problems persist. Therefore, it is important to apply some task based activities. ... But as speaking is for communication purposes, so it is important to create the real life situations in the class, and students should be given more time to speak, but before they are allowed to speak, teachers should teach them the appropriate vocabulary, the structures are needed according to the functions, otherwise students always like to go on by their own, which does not help them to improve at all when we deal with L2. We do not have a rigid list of topics, and we have given our teachers the liberty to select their own activities depending on the needs of the students, but how much honest they are in their teaching practices, sometimes it does question about ... Most of the teachers when join the institution do not have much experience of language teaching; they do under go either some formal or informal trainings. But the problem is, after getting the training,

the ELT teachers consider or think that they know everything. Well, to some extent, trainings help them to be good in applying activities they design for their teaching, yet without applying the theories in their methodologies or activities which are very essential, and as language teachers, they must know the language learning theories or they will experience drastic mistakes in teaching as the results they will get out of their practices will be zero. The students are needed to be given more time to speak, but it is important to plan the activities in a systematic way, providing some controlled or guided practices. It is not a good idea to go and say that this is the topic for today and speak on it, rather, they should create a situation for speaking, teach them the relevant vocabulary and also structures related to the situation, or if they are just allowed to go in front of the class to speak, they will start speaking, but only fun and laughter will be there, the real language learning will not take place. There will be no justice without having theoretical knowledge, and they must know what objectives can be achieved through the activities they design for their classes. Teaching language for many years, I have come to the conclusion that we should go back to the traditional ways; monitoring of teachers is important, how they teach, how they evaluate their students, as we are not sure that they do what is expected to be done ... Students are generally eager to learn but teachers are not teaching them in an appropriate way, what is required. Usually, there is interaction between the students and teachers in our institution, and teachers have been given them the freedom to design the activities by their own if they understand easy for their students, but the problem is the time they have for developing speaking skills is only two hours a week, which is not sufficient”.

Informant three said, *"In fact, speaking skills also involves various sub-skills. Speaking in not only speaking, when it is a question of speaking another language; in our case, it is English. There are various problems with our students when they come in front of some audience, they feel hesitant to speak, and sometimes the audience is their own class-fellows. They have poor pronunciation; their sentences are faulty, and many of times, I have faced one problem, that is, the students do not have anything to speak in their minds; I mean, their thought process is not so active. It is very important to do some need analysis of the students learning speaking skills, e.g. their purpose of speaking, their level of learning etc. I teach them the structures to make questions. I also teach them the stress patterns. Sometimes, some of our students who come to learn speaking skills are officials, and they need to be familiar with some particular jargon and terminologies, and some proper structures in their official correspondence, so I ask them to record a list of jargon they use in their offices in any language and bring them to me. I divide the class into smaller groups and ask them to work in those smaller groups. This way they feel comfortable and gain confidence, and gradually their confidence level is improved, then I ask them to come forward and speak in front of the bigger groups. I also use an interesting activity. I record my students' presentations, and then we analyze them while watching and listening together. First, they all feel shy watching themselves speaking in English, but after sometime they gain confidence, and they perform better when they are given another chance. This way, they become very good speakers. I motivate them to learn further ... Besides, I create some situations related to a condition, where one needs to use the expressions, like, would that I..., etc. Thus they are taught the expressions, sentence structures. They are also facilitated with some documentaries, which have very*

useful structures related to day to day life situation. I have devised some activities, like, becoming a guide and make visit the class to any places in the near vicinity, like the most popular place to visit here in Islamabad is the Pakistan monument. I ask three to four students to visit first themselves, and prepare the information related to its history, construction, what attracts more, how to go there etcetera, either directly or from some other sources, like, surfing the internet. Once they are ready with the exposure and information, then we go as class, and with hustle bustle, they start speaking while guiding in English language and those being guided also pose the questions which enable all of them to communicate free. In the beginning, some of them feel shy to speak, with damp hands, and shivering to share the information, but after a while, for instance after a ten seconds time, they are so confident that they enjoy speaking in English, and people around being surprised look at the students the way these brown skin speaking in English like those of the natives. Hence, there is much improvement and it is achieved through real life situations.”

Informant four said, “In fact it depends most of the time on the teacher, how he is going to improvise the different techniques in the classroom, depending on the level of the students and the nature of the topic. It may be some discussion or some other activity, but whatever the activity is, it is important to come out from the authoritative classroom and exercise the student-centered classroom. This will lead one to apply some communicative methodology. Thus interaction with the students will be possible. Since they have to communicate in their daily life, therefore, it is important to design the activities following the real life situations. It is important to introduce the structure sentences spoken in a specific situation, and this is possible when we tell them the way they can introduce

themselves to someone or some other situation where they need to communicate, like, how to initiate the talk, how to take part in some discussion, how to take turn, how to respond in a communicating situation, how to develop ideas, how to narrate something, how to use the relevant terms related to a situation etc. In fact we do not follow some strict syllabus to develop our students' speaking skills. Speaking is a creative skill, and we are flexible in using our own activities, and give our students some topics related to speaking skills, from easy to difficult, according to their level, if they keep on speaking on the topic given to them, we let them go on and this is the best way, as fluency comes first and then accuracy. In most of the classes, we begin the topic and students come up with a few lines and when they finish speaking those lines, the teacher has to help them to speak further. This happens in most of the classes. The teacher comes, introduces the topic, and then the students are given time to think, and after some time they are allowed to come forward to speak on the given topic."

Informant five said, "Partly it is teachers' training, teachers' lack of motivation, partly it is students' own motivation or the syllabus or course that has been designed for them may also be faulty in many regards. So it is everything which may not be effective or the teachers may not be contributing their hundred percent towards developing students' language or communication skills ... Well, there are three things to be carried out: first of all, it is important to make students' counseling as they need it, they ignore their speaking proficiency or English proficiency, so they need to be motivated, they have to do something, that is related to their communication. The second thing important is, teachers themselves be motivated, and they should be well-trained, as Dr. Ayaz himself said that may be the teachers need refresher courses because when you do one

workshop, perhaps it is for one year, not more than that, so they should be trained time and again, because now and then new researches are being developed in language teaching, that should be somehow transferred to the students. The third thing is the syllabi; I doubt presently the syllabus that is available is perhaps not that much covering the speaking skills or communication skills of the students. So a lot of responsibility usually I feel, lies on the teachers' shoulders, so the teachers have to design or devise activities on speaking from their own selves. I think all these three areas need to be focused by the policy makers, or if one day, perhaps your research gets published and these areas are addressed, then this may bring positive changes, and thus speaking skills can be developed."

Informant six said, "First of all, we should make the students' environment comfortable, so that they can participate easily. They do not feel shy or hesitant in front of you, and you have to make them comfortable with. I mean like you can say peripheral learning should be there. Environment should be comfortable, so that students can learn easily. And apart from that, vocabulary is very important, and then at the end, fluency comes; if they are good at all these things then they can be fluent in their speaking ... So there is no need to have the syllabus and all these things in speaking skills class. In speaking your class should be interactive, they must interact all the time, so you must assign different tasks to them, for example, chain stories as starters, you can have role-play, you can have different topics, discussions, individual presentation as well, basically your purpose should be, you want your students be communicative in class, how? You can make interaction in the class I use "read and speak", for example, I ask them to read any newspapers story and then present it in your own words, so that it would be helpful,

first of all, they have to read, they have to comprehend it and they have present it in front of the whole class, so this way their understanding develops and they can also communicate in front of their class, and you also do this in listening.”

Informant seven said, “I think that teaching speaking skills can be made effective, when the environment is suitable or favorable for teaching, that includes the skills of the teachers, the appropriate level of the learners, the prescribed syllabus; there may be some extrinsic factors as well, whether students are with the facilities given by the institution, for examples the language lab. Language lab does not mean the old, classical or traditional language lab, in which, there are tape recorders and you just make the students listen to the conversations and they repeat them, that is not the only thing; you can have multi-media programs installed in there; you can expose them to the native speech, as listening to them, they can be exposed to the their pronunciation exercises. Once they are exposed to these exercises, they can improve their speaking or communicative skills. You should have communicative environment, which means there should be friendly environment, they should communicate with the teacher and with their fellow students. The courses I am teaching right now for my students; there is no prescribed syllabus and probably that is good, that is not bad, but in such a case, most of the things depend upon the teacher. Teacher can come up with his own material. I am using my own material all the time. We are not given any syllabus by the institution; we have to go on our own; we have to come up with authentic material, for example from newspapers, from different videos, so we incorporate them in our classes, and the syllabus for speaking skills or the guidelines should be communicative in nature, if they are not communicative they do not serve the purpose of teaching or learning speaking

skills What are the assumptions of the teachers for speaking skills , they think, you have to go and you have to just give some task to students, give them some topic to speak, give them some topic for public speaking, give them some presentation sort of thing, and the students will speak about that, and that is all that, and they will explain something about the topic; they will talk to the students, but probably that is not what they call speaking skills, which is not the essence of teaching ... For me, it is all about communication, if you are around in the class, you should have communication, if the teachers are unable to convey their ideas effectively to the people around by the end of a six month course, which means the teachers have done nothing. Teacher is the foremost and biggest audio-visual aid, so, if teachers are communicative, then they can communicate well with their students. They can make friendly environment, and they can motivate their students. I go for board marker and flash cards, sometimes, I bring my laptop to make my students listen to some native conversation, it works like multimedia. There are certain videos that I use. You have to bring your own resource, and that works well, and that is good enough for the task."

Informant eight said, "Effective teaching is possible through friendly atmosphere, until and unless there is friendly atmosphere, effective teaching is not possible. Basically they deal with two problems, one is related to vocabulary and the other is of grammar, and grammar is very much important for them. If they have not got the grammatical concepts, then they are unable to understand what the teachers is speaking even, maybe I give them the chain-story, and they are using the present tense, and if they do not know this thing that they are supposed to use past tense for story, when I ask them to describe any picture which is pasted on the white-board, or in the notice board in front of them; they

are suppose to get the description in the present tense, so the grammatical structures are also very important. There should be communicative competence, in fact you can say, that the teacher should follow the communicative approach of language teaching and you know that in communicative approach there are role-plays, there are jigsaw puzzles, there are information gaps, and in all these activities you come to know that how you can teach your students. There should be group discussions ... For example in role-play, usually we give roles to the students, that they can take the roles of doctor and patient, shopkeeper and customer, father and mother, father and son, mother and daughter, daughter-in-law and mother-in-law, the real life situations, so that they should be able to communicate in real life situations, because you have to use the language practically, we cannot just suppose to do it in the classroom, they should use the language according to the situation."

The responses of the interviewees match with the responses they had given on the questionnaires; thus, the important task is to observe their classes to see whether their assumptions match their practices. The following section reveals the practices of the respondents.

4.3 Classroom Observations

After receiving the responses given by the respondents in the questionnaires, and in interviews, the next step in the research process was to observe their lessons whether what they had claimed while responding to the questionnaires and in the interviews taken from them is practically demonstrated or not, or what they assumed was found in their practice or not. This was done with an aim to tally teachers' assumptions with their

practices in developing speaking skills. However, owing to time constraints, it was not possible to observe classes of all the fifty-three teachers who responded to the questionnaires. After getting the approval from the authorities, eight teachers, four from each institution, two male and two female, teaching speaking skills at the tertiary level, responded to the questionnaires, and interviewed were selected for their class observation, and for this purpose, each teacher was informed a week before the day of observation of his class. Three male teachers allowed me to make the video-observations, while one of them did not allow me to video-record him but allowed me to make the video of his students, while female teachers' classes were not allowed to observe through video-recording; they allowed me to audio-record their classes when I asked them. The observation sheet that was developed for this purpose was also used in each class to jot-down each point that was observed from the beginning to the end of their classes. I observed the classes as a non participant observer. The duration of the class observation varied from half an hour to two hours, which was both due to the class duration and also the decision made by administrations of the institutions that was to be followed, as at IIUI female classes, according to the In-charge English Language Center, it was inappropriate to have a male observer to be there in their classes. While at NUML, the class duration was thirty-five to forty-five minutes, having a male observer in the classes over there was not the issue, despite the fact that there were also, both, male and female students, but video-recording was not allowed in female classes. Finally, I managed to start observing the classes which were decided by the respective administrations of both the universities i.e., IIUI and NUML. Their names, including their institutions' have been kept anonymous, maintaining the research ethics, shown in tabular form below:

4.3.1 Table 1 Observation of the Teachers' Lessons

S. No	Respondent's Name Anonymous	Institution Name Anonymous	Gender	Date	Start & end timings of the classes
1	T1	B	F	21 st March, 2013	10:00 am 10:45 am
2	T2	A	F	22 nd March, 2013	8:50 am 09:50 am
3	T3	A	F	22 nd March, 2013	11:00 am 12:00 pm
4	T4	A	M	25 th March, 2013	06:00 pm 08:00 pm
5	T5	A	M	27 th March, 2013	06:00 pm 08:00 pm
6	T6	B	F	28 th March, 2013	12:15 pm 01:00 pm
7	T7	B	M	29 th March, 2013	08:20 am 09:45 am
8	T8	B	M	29 th March, 2013	12:15 pm 01:00 pm

4.3.2 Class Observation of Teacher No. 1

The class was observed on 21st March, 2013 at 10:20 am. There were twenty-five students in the class. The class commenced by taking the roll-calls. The teacher greeted

the students and started the lesson by writing a phrase on the white-board: "I went to the museum.....," and told the students to make a chain-story. The teacher did not introduce the topic even a little, neither did she present it herself by guiding the learners some ways to complete it, nor the related vocabulary or phrases were told to complete it. The teacher did not have a written lesson plan neither she had any manual stuff or notes to share with her students. She asked them to take some time to think about the topic given to them, and then after a while, they were asked to complete it. The students started making sentences related to the activity. Students were participating, and the teacher was repeating whatever they said, and encouraged them by nodding her head when they uttered the sentences to chain the story. It was observed that during chaining, some unexpected and illogical sentences were also made. For instance, one of the students said that she saw a dinosaur in the museum that was brought to her home. Sentences like this made the activity more interesting as the students laughed together, and they had fun in participating in it. The teacher applied the direct method and also asked the students to further the story. They made a long chain of it, and finally the dinosaur was killed, and the story ended. Though it was fun to complete the story, but, prolonging it made the learners a bit tired. The teacher, when noticed that the students were no more enthusiastic and seemed tired, made a transition within the lesson, and asked the volunteer students to come forward and share anything: jokes, riddles, stories etcetera. Some smart students voluntarily came forward, but the slow learners remained passive, and the teacher did not notice them at all. Suddenly the bell rang that indicated the class was over, so the teacher abruptly ended the activity without concluding or summarizing whatever was being conducted. She did not give them feedback, or any tips to further their speaking ability.

The session ended without informing or telling about future activity or assigning any homework by the teacher. The class was observed for forty-five minutes.

4.3.3 Class Observation of Teacher No. 2

I observed teacher No.2 on 22nd March, 2013 at 8:50 am. There were thirteen students present in the class, and the total number of students in the class, as told by the teacher was seventeen. She had informed her students a day before about my observing their class, as a few students were uncomfortable to attend it. I got permission and entered into the class. The teacher announced the topic for the lesson, "Things you are afraid of!" When she announced the topic, the students could not get the meaning of being "afraid of", so she explained it, and also shared a few examples from her own experiences, and told them that she was also afraid of a few things in her life, whenever or wherever she was exposed to. The teacher had a lesson plan, and was using the white-board and also her personal laptop for the lesson. The ventilators were open for fresh air, as the fans could not help to facilitate the comfortable environment, but owing to opening the ventilators, external noise was interfering in classroom activity that resulted poor understanding of what was being taught or learnt. She tried to handle it by involving each learner in class for the activity, she had designed. After introducing the topic, and presenting it to them, she asked the students to think and share an example of being afraid of anything. She asked them narrate their experiences one by one, and they replied, but a few students tried to talk in their mother tongue, so she asked them to stop talking in it, and asked them to speak directly in English. While they were sharing their experiences, the teacher observed a student was trying to talk to another student, so she asked her to tell her, whether she is afraid of a frog or a snake. The student replied that she was not

afraid of them, rather she loved them. This made the whole class surprised, and they were wondering why it was so. She just said she had loved them. Somehow, the teacher appreciated whatever the response was!

The teacher had an interactive session as she was talking to each student, and they had fun while talking and replying to whatever was asked. Then the teacher asked them whether they were afraid of her; majority of the students did not agree to what she had said, rather they exclaimed that they loved her for being their best teacher. She had humour, and replied not to love her, which made them laugh. The students were then asked to think of another thing they were afraid of! They thought for a while and then the same activity went on. When it was over, the teacher made some transition by showing them a few pictures through her laptop, and asked them to comment while seeing them. They commented on them; the teacher appreciated their comments, though some of them were tricked by the pictures they were looking at, the teacher helped them to speak and comment correctly. Although it was a good self effort by the teacher to use a laptop in language teaching class where there were no facilities except a whiteboard, the activity was not helpful as the learners could not easily see and comment on the pictures they were shown, and it was also very difficult for the teacher to go near each student to show the pictures one by one, rather it was much time consuming effort. The class was going on, and I had to leave as per policy, because I was administratively bound to observe female classes for half an hour.

4.3.4 Class Observation of Teacher No. 3

The class was observed on 22nd March, 2013 at 11:00 am. There were twelve students in the class. The class had commenced before I was allowed to step in. Some students from Saudi Arabia and some from Pakistan left before I went inside as they did not want a male researcher be in there and observing their class due to their personal and social constraints, told by their teacher when I asked her. The teacher welcomed me for the observation. She was prepared for the lesson. She had a lesson-plan. She was using a book on speaking skills that was copied and given to each student in the class, and they all followed it. She was using the white-board. The topic for the lesson was "Describing the people". The related words/phrases were written on the board, and the teacher was explaining them. She told them how to describe someone on the basis of his physical appearance and also that of his habits, likes and dislikes. When the students got the idea, they were asked to describe themselves one by one. Almost all students described themselves. When it was over, they were then asked to select a family member or a friend of theirs to describe. They did so, and then the teacher asked them to do a dialogue to match some lines which were shuffled in their book they were using, on page forty-eight and forty-nine. Some of them could not match them properly, but the teacher allowed others to help them, and also she herself helped them to do so. Thus this pair-work activity enabled them to speak further. The teacher reinforced their correct and proper usage of the language, and appreciated for their being active and enthusiastic learners. She used the direct and inquiry method during the lesson. The only thing which was problematic and challenging for such a class-room was the external noise, which made the class very teasing, and created a mess, as the other students could not properly listen

when someone spoke something. For improving speaking skills, it is important to improve the listening skills, because at a time, during communication, one has to listen to the communicating partner, while responding to what s/he has said already, and through listening to others, one can improve the speaking skills, as listening comes first, then speaking which is the natural order to learn or to acquire any language. The class was going on, and after one hour's observation I was told by the In-Charge of ELT classes to leave the class, so I had to leave. How the class was executed, could not be generalized though, but could be assumed that it would have been well-executed, as the teacher was following the lesson plan, and as per instructions I had to leave the class.

4.3.5 Class Observation of Teacher No. 4

The class was observed on 25th March, 2013 at 06:00 pm. There were seventeen students on the whole. The teacher greeted the students, and welcomed them for the class. The teacher told the students about the activity for the lesson. He orally told them the topic- "Love Vs arranged marriages", and asked them to discuss it in detail. He had no lesson plan in there, neither had he any materials/notes, nor he used any other tools for the activity. Even he announced the topic directly. He did not use the white-board. He told the students to just speak up, and clearly mentioned that they were not supposed to be worried about their speaking mistakes. They had to speak whether they were right or wrong. To him the most important thing was to see his students just speaking, whether they were right or wrong. This shows that he was practicing in favor of fluency and was not caring for accuracy. He sat on his chair, and divided the class into two groups. People sitting on his one side were told to speak in the favour of love marriage, while on another were to speak in favour of arranged marriage. The discussion started, and the students

were speaking enthusiastically. The debate went on, and the teacher having some pleasant smile on his face was observing the students making the arguments. Some active students spoke well; a few were not participating actively. The teacher divided them into pairs, one from each group and then asked them to debate on the topic. They participated, and the teacher remained sitting on his chair, smiling, observing and listening to his students but he did not correct students' mistakes, neither did he guide them tips to speak in a correct way. The students were debating and the teacher's main concern was to see them speaking whether in a correct or incorrect way. During the lesson, he asked those who did not participate in the discussion or in debate. They were reluctant to speak, so remained passive. The teacher tried to motivate them to speak, but they could not actively participate. Then the teacher asked a few students to perform a role-play. He selected a few students from the class, who actively participated in the activity. There was learning opportunity for those who already had enough practice in speaking, yet the slow learners were in the corner being passive listeners. The activity went on, and then finally ended. The teacher concluded the lesson by repeating the same as he had said in the beginning of his lecture to that his students would be speaking, ignoring their mistakes. He said that errors were their friends, not enemies; he reinforced the same idea again and again that his concern was not the grammatical or structural language, he rather wanted his students speaking and that was what he himself enjoyed that they had participated in his lesson, he mentioned. The teacher did not assign any activity as a home work; neither did he tell them what they were going to do in the upcoming class. The teacher ended the session in a happy mood, and went out the class saying good-bye to his students. The class was ended at 8:00 pm.

4.3.6 Class Observation of Teacher No. 5

It was 27th March, 2013 at 06:00 pm, when I got a chance to observe the 5th class for the research. Out of eighteen students, thirteen were present. The teacher came into the class in time, but students came in drib-drabs. The teacher had a lesson plan and followed the activity that he had brought for the class, but he seemed a bit tired; he was in some casual clothes. When a few students joined the class, he started the lesson, introduced the activity planned for the class. It was some different activity though, which covered almost all integrated skills. The activity was told clearly, which was to be done by a pair. Thus the class was divided into pairs; one student was called the runner, and the other was the writer. The teacher had some chits that he had brought for this activity. He pasted these chits on the walls with the help of some students, and then guided them what they were supposed to do. When they were ready, he asked them to choose one of them as a runner who could go and read the information on the chit and come back and tell his partner-the writer, who could write it down. Each pair got ready for the activity. The teacher told them to begin the activity. The students participated actively. They had fun in doing so, but for some slow learners, it was a difficult task to complete, as they were not so good in integrated skills. The active learners completed the activity, and the teacher asked them to assist others to complete it. Once they all completed the task, the teacher then asked a pair to say allowed a sentence, and asked the rest to say the next sentence that could be matched with the one already said. In fact, these chits were the part of a dialogue. The slow learners, once again, got stuck to match; they tried to read even, and mismatched the sentences. The smart students were active enough to help them. The teacher also helped them, and reinforced for their correct responses and encouraged them

to speak more. They participated in their own capacity. Once the activity was done, the teacher wrote the words, phrases and some structures on the white-board, which were on the chits and might have been problematic or not cleared, so he helped them how to use and what they meant in a situation. He involved the students in this concluding session as well, and helped them to use these words correctly. He gave the chits to the students to have them along and assigned some homework, using the structures which were there in the chits. Thus the lesson was executed professionally. The session ended at 8 pm. .

4.3.7 Class Observation of Teacher No. 6

The class was observed on 28th March, 2013 at 12:15 pm. There were twenty-three students in the class. The teacher did not have a written lesson plan. She marked the students' attendance, and wrote a topic on the white-board: "Impossible is often untried", and told the students whether they understood what was written by her. One of the students asked to explain it; she told them impossible was the opposite of possible and untried was something that was not tried, and also asked them whether they had heard about try, try again, and the students unanimously responded, saying, yes madam, and then interaction between the teacher and the students went for a while, and she added further that nothing is impossible in the world. After giving explaining the topic, she asked the students to think for a while, prepare and give presentation on it. After a while, she asked the students to come forward one by one to give presentation on the topic. One of the students volunteered himself, came forward and presented the topic, she appreciated him, and posed some questions from the points he shared during his presentation. He responded and some other students also added to it. The teacher appreciated them for presenting good presentations and the opinions they made on the

topic and others' presentations. She was encouraging them either through words or through her body language, e.g. nodding her head, asking the audience to clap for each presentation. Questions were asked by the teacher by the end of each presentation, and the presenters responded. This way some presentation went on. The noticing thing that I observed during her class was that she herself started nominating those students, who seemed more confident than the others, who could not get a chance to speak till the end of the lesson; this was not a positive approach. While a student was giving his presentation, abruptly, the bell rang and the teacher had to end her lesson. She did not assign any task. The observation lasted for forty-five minutes.

4.3.8 Class Observation of Teacher No. 7

I observed teacher No.7 on 29th March, 2013 at 08:20 am. Out of eighteen students fourteen students were present in the class. The teacher wrote the topic on the white-board: "If wealth is lost, nothing is lost, if health is lost, something is lost, but if character is lost, everything is lost." He asked the students to take some time to prepare something to say. After sometime, he asked them by calling "Ok, dears", and then asked one of the students who raised his hand to speak on the topic. He asked him to come forward, who made a good speech. The teacher appreciated him. Then the 2nd presenter came and presented his topic. While the 2nd presenter was presenting, the audience started debating with him, which went for a little time, but finally he managed to complete his presentation. The teacher was standing in the corner quite calm. His body language revealed that he was not active for teaching the class with full energy, and above all, he did not have lesson plan with him, as he just wrote the topic on the board and there were no other tools he used, neither did he explain the topic, nor he presented it clearly for the

students. He did not tell them, the way to speak on it, or no vocabulary items were introduced by him. The presentations were going on. After the fourth presentation the teacher stopped them to speak further due to lack of time which resulted only four students out of fourteen present in class got a chance, while the rest got no chance to speak at all, and most of them remained silent for the whole session. The teacher took the roll-call at the end of the lesson and finally he started commenting on the presentation skills, by saying, "Ok, dear"; he told them to remind a few things in their minds: the structure of the sentences the students produced must have been followed by correct grammar, and proper tenses must have been used, in addition to some expressions in their speech. He ended his lesson by appreciating the students to be fluent, but also directed to be conscious in following the accuracy in the upcoming classes. The class lasted for forty-five minutes, and no home-task was assigned.

4.3.9 Class Observation of Teacher No. 8

The class was observed on 29th March, 2013 at 12:20 pm. It was the largest class among all the classes observed. Out of fifty-five students, thirty-four were present in the class. When I entered into the class, the teacher was taking the attendance, while I started making the video-observation, he was so reluctant and abruptly left the rostrum and asked me to stop the video observation, but allowed me to make the video of the students. He introduced me with his students, and mentioned that he had informed them about my observing the class a day before. He restarted taking the attendance, when finished he again mentioned me that I was there to observe their class and vide-record them; he had become over-conscious about the observation, but finally he told his students to come forward to speak on the topic that was given to them a day earlier; the topic was,

“Qualities of a good student.” When the first student came at the rostrum; once again he stressed the same thing, “recording is made for the observation, so speak clearly” . The aim of his class as he made was to improve speaking skills for the sake of good video-recording for the observation as he told the presenters to clearly speak by mentioning the recording again and again. The students were having their speeches in written form and they were reading from their note-books, and the teacher did not ask them to speak without looking at the notes; he allowed them to do so as he was of the view that they have just started the course. When a student finished his speech on the topic given, the teacher summarized the theme. Then he called the next student, and commented on each student’s speech and appreciated them for making it. He was encouraging them though, it was not a healthy practice he was applying in his class. When a few students presented their speeches, the teacher stopped them as he had very little time left to give some feedback or some comparison that he wanted to make. He asked them whether they felt some difference in making improvement they had made within a month period; the students said, “yes” to him, and then he asked them honestly compare their learning differences from the first day to the day they were in class during their observation. One of the students responded that they had developed better than past and improved a lot and they could speak far better. Then the teacher commented that they had not only improved their speaking skills but also their confidence level. The class lasted for forty-five minutes.

4.4 Discussions

The teachers’ assumptions about developing speaking skills according to the responses they had made on the questionnaires (see 4.1) and in the interviews (see 4.2) taken from

them were highly commendable, but when their classes were observed, majority of them, five out of eight did not practice what they had claimed while responding to the questionnaires and informing during their interviews. For instance, the respondents claimed that they had attended various professional courses and workshops, as 18 % respondents had replied that they had attended TELS, 7 % responded that they had attended ELTR, 32 % claimed that they had attended TEFL, while 14 % had mentioned some other courses/training, like, SPELT, HEC Professional Development Course, ELT Programme, PGD in TEFL, Faculty Development Programme, workshops on ESP organized by HEC and QEC Development Program. Informant one said, *“Our teachers are well-trained. Hundred percent of them have done masters in TEFL.”* Informant two added, *“Most of the teachers when join the institution do not have much experience of language teaching; they do under go either some formal or informal trainings.”* This shows that they should be well-trained, and know better, how to design the activities to teach skills, but during the observation it was noticed that majority were not helping the students with the experience and the knowledge they had mentioned; they were so traditional to ask the learners to speak (see “Observations” in Chapter 4) without guiding them how to speak, or dividing the class into groups or pairs. This was also indicated by the informant two as, *“But the problem is, after getting the training, the ELT teachers consider or think that they know everything. Well, to some extent, trainings help them to be good in applying activities they design for their teaching, yet without applying the theories in their methodologies or activities which are very essential, or they will experience drastic mistakes in teaching as the results they will get out of their practices will be zero.*

Five out of eight teachers started the lesson without following any lesson plan or outline (see “Observations” in Chapter 4) while responding on the questionnaires, 47 % respondents had replied that they always followed it, but their practices were totally different. They came to the classes, wrote the topic on the board, and asked the students to think for a while on the given topic and then asked them to speak on it. They did not teach them the related structures about the topic, neither did they guide them the ways to speak, nor did they help them to use the appropriate expressions or related terms or phrases to be developed their speaking skills. This was stated by the informant two as, *“it is important to plan the activities in a systematic way, providing some controlled or guided practices. It is not a good idea to go and say that this is the topic for today and speak on it. Rather, they should create a situation for speaking, teach them the relevant vocabulary and also structures related to the situation, or if they are just allowed to go in front of the class to speak, they will start speaking, but only fun and laughter will be there, the real language learning will not take place. There will be no justice without having theoretical knowledge, and they must know what objectives can be achieved through the activities they design for their classes.”*

It was observed that four out of eight teachers asked their students to give presentations on a topic, which can only be helpful, when the students have sufficient information about the topic, and are familiar with the presentation skills, but it was observed that a few students presented well, while the others could not even raise their hands for the activity, as they were shy and reluctant to speak, or even they did not understand what the topic meant. Activities like this can mostly be used to improve the presentation skills, which can be helpful only when someone is already able to speak fluently and accurately

in the language s/he learns; then presentations can be better option for him. Speaking skills cover more than presentations, e.g., the use of English, conversation, talks, and these all demand clarity, fluency, accuracy and appropriacy, and one should possess them while interacting with others in a real life situation. This may be possible if interactive activities are designed and if communicative approach is applied. As informant one said, *“The purpose of language speaking is to communicate rather than speaking the correct language, we must encourage the students to speak fluently..... The activities designed for them must be helpful and be based on real life speaking experiences.”* Informant two stated, *“But as speaking is for communication purposes, so it is important to create the real life situations in the class, and students should be given more time to speak.”* Informant four said, *“Whatever the activity is, it is important to come out from the authoritative classroom and exercise the student-centered classroom. This will lead one to apply some communicative methodology. Thus interaction with the students will be possible. Since they have to communicate in their daily life, therefore, it is important to design the activities following the real life situations.”* Informant six said, *“In speaking your class should be interactive, they must interact all the time, so you must assign different tasks to them, for example, chain stories as starters, you can have role-play, you can have different topics, discussions, individual presentation as well, basically your purpose should be, you want your students be communicative in class, how? You can make interaction in the class.”* Informant seven added, *“You should have communicative environment, which means there should be friendly environment, they should communicate with the teacher and with their fellow students”* and informant eight said, *“There should be communicative competence, in fact you can say, that the teacher should*

follow the communicative approach of language teaching and you know that in communicative approach there are role-plays, there are jigsaw puzzles, there are information gaps, and in all these activities you come to know that how you can teach your students. There should be group discussions." This was also mentioned by the respondents in filling up the questionnaires as 63 % respondents had mentioned that communicative approach was applied by them during their teaching speaking skills, but majority of them (five out of eight) did not apply it when their classes were observed.

As per responses to the questionnaires, the respondents believe in the usefulness of different A.V. aids. For instance, 28 % respondents had claimed to use multi-media, 30 % had mentioned the use of the tape-recorders, 8 % mentioned the MP3 player, 10 % had replied to use the flip-chart, 19 % were of the view that they used flash-cards but during their practice, when they were observed, none of them used what they had mentioned above; there was a DVD player with a large TV screen fixed on the wall in one of the classes observed, but the teacher did not use it. Majority used the whiteboard, which was the only available resource in most of the classes, which supports the information given by the informant seven as, *"I go for board marker and flash cards, sometimes, I bring my laptop to make my students listen to some native conversation, it works like multimedia."* Out of eight teachers, five just asked their students to speak without guiding or helping them; others (3) had some different activities: one of them used some cards on which some parts of a dialogue were written; it was a different activity, but more challenging for many students to follow, understand and respond; they could not read written information properly, and failed to match those dialogues lines with the other ones; Another teacher used her laptop to show some pictures and asked the students to see, observe and to

comment on them, which was also not seen clearly by all the students; it would have been better, if it was shown by using the multi-media. One of the teachers used a book as a resource to develop the speaking skills.

When they were asked whether they followed the course/syllabus, on the questionnaires, 9 % mentioned that they had a fixed course/syllabus to teach speaking skills, 69 % had responded that they were flexible in using material from any sources for teaching speaking skills, while 22 % created and used their own material. During the interviews, informant one said, *"In our institution, for many years, we have been using BBC books , and most of them have integrated skills. We are working to modify and relate them with our needs, and we are working to integrate the skills related to our real life situations."* Information given by the informant two was more reliable, which was experienced during the class observation as well, she said, *"We do not have a rigid list of topics, and we have given our teachers the liberty to select their own activities depending on the needs of the students, but how much honest they are in their teaching practices, sometimes it does question about."* The related information was given by informant four, *"In fact we do not follow some strict syllabus to develop our students' speaking skills... .. In most of the classes, we begin the topic and students come up with a few lines and when they finish speaking those lines, the teacher has to help them to speak further. This happens in most of the classes. The teacher comes, introduces the topic, and then the students are given time to think, and after some time they are allowed to come forward to speak on the given topic."* Informant five added further, *"I doubt presently the syllabus that is available is perhaps not that much covering the speaking skills or communication skills of the students. So a lot of responsibility usually I feel, lies on the teachers'*

shoulders, so the teachers have to design or devise activities on speaking from their own selves." Informant six said *"there is no need to have the syllabus and all these things in speaking skills class."* Informant seven believes in using the *"prescribed syllabus"*. During observation of the classes, the teachers were found flexible enough to go by their own will; there was no fixed syllabi that they followed, which shows that their assumptions about following syllabus/course outlines correlated with their practices, though not that much helping the students to develop their speaking skills, as most of the teachers (five out of eight) came with a topic and asked their students to speak on it, without having any written-lesson plan or material.

When they were asked to give opinions to develop speaking skills, majority were of the view that communicative approach be used while teaching and learning speaking skills, but during their lessons, majority of them (five out of eight) did not apply it at all. Some of them suggested to use different language games while none of them used the games in their practices; some of the respondents had mentioned that the functions of speaking be discussed while teaching speaking, but most of them (six out of eight) did not discuss them at all during their lessons when they were observed; some had mentioned that the activities on speaking skills be used/applied to stimulate the interests of the students; e.g., showing a movie, assigning them the roles to perform related to real life situations, but their practices were mostly confined to give their students a topic to speak, which was the common practice. One of teachers (see 4.2.5) gave his students a topic for debate by dividing the class into two group, then one to one debate, and finally assigned them the role play, but all three activities assigned to them were not professionally assigned, as they were not told how to take and give turns in debate, discussion and in a role-play,

how to perform it and the relevant vocabulary/expressions be used. He just asked his students to speak.

It was noticed that five out of eight teachers did not begin their lessons in a systematic way, following the course outline/syllabus (see "Observations" in Chapter 4), neither did they have a lesson plan, following its steps, nor did they tell the learners the ways to improve the speaking skills. Majority of the teachers (six out of eight) did not tell them the language structures, related to a specific conversational situation, turn taking, or some other related techniques to make their learners to improve their speaking skills, which they had mentioned while responding to the questionnaires and in their interviews. The execution of their lesson was also unprofessional and nonsystematic as four out of eight abruptly ended the lesson when the bell rang (See "Observations" in Chapter 4), that showed that they were failed to manage the time. A few of them (two out of eight) told the importance of speaking, and guided them about speaking when the class time was almost up; they should have told in the beginning of the lesson, so that the students would know what and how they could speak.

4.5. Conclusion

The class observations of the teachers reflect following practices adopted by the majority of the teachers which are contrary to their assumptions as mentioned in their responses to the questionnaires and interviews:

1. Majority of the teachers (five out of eight) have no predesigned lesson plans with them.

2. Most of the teachers (seven out of eight) do not use audio visual aids in class rooms.
3. Some teachers (four out of eight) do not give equal time to all the students for speaking.
4. Many of them (five out of eight) do not consider it necessary to introduce the topic and provide related vocabulary or structures.
5. The teachers usually do not start or sum-up the session properly.
6. Majority of the teachers (five out of eight) give full class activities in the class instead of pair work that might allow every student to speak more. A whole class activity on the one hand allows the confident students to capitalize on the opportunity and on the other hand suppresses those who are not confident enough.
7. Most of the teachers (five out of eight) announce a topic by themselves and require the students to talk about it without having a clue if the students are already familiar with the issue or whether they have any interest in the topic or not. They do not consider the importance of the topic on their personalities.
8. Practically, most of them (five out of eight) prefer fluency and confidence building over accuracy and appropriacy.
9. The observations also show that the teachers' major focus is the direct method, rather than applying the communicative approach.

If compared with teachers' assumptions as noted in the first part of this chapter through the responses of the questionnaires and information received through their interviews, the practices of most of the teachers are different from what the general assumptions are.

CHAPTER 5

CONCLUSION

The purpose of this study was to explore the teachers' assumptions and their practices about developing English speaking skills at tertiary level in selected institutions in Islamabad. The study employed both qualitative and quantitative methods of research. The data consisted of responses of fifty-three respondents on the questionnaires, out of which, 8 informants were interviewed followed by the observation of their classes to cross check the data to validate the research conducted. The data was collected during the Spring Semester 2013, and the respondents were assured that the information received from them would be kept confidential, and would only be used for the research purpose. They extended their cooperation in filling up the questionnaires in time, gave interviews and also allowed me to observe their classes, which helped me to find the answers to the research questions which were:

1. What are the teachers' assumptions about and practices for developing English speaking skills at tertiary level?
2. What are the common practices employed to teach English speaking skills at tertiary level?
3. To what extent do teachers' assumptions influence their practices?

Addressing the first and second questions, the next section sums up the assumptions of the teachers speaking skill at tertiary level, and their practices in classroom. This section also hints on the existing gaps between the two. As for the third question above, it was

observed that teachers' assumptions have no significant influence on their practices. They have the knowledge of and believe in the effectiveness of many research based activities that could be practiced in classrooms but do not actually used by most of them.

5.1 Findings

The common assumptions of teachers about developing speaking skills at tertiary level, as they mentioned while responding to the questionnaires and in their interviews, were: to create real life situations for the learners to develop their speaking skills, to provide ample opportunities for the learners to speak, to give topics for discussions and debates and presentations, to give role-plays to the learners and ask them to perform and to apply communicative approach, to use A. V. aids, etc. Contrary to these assumptions, when it was found that teachers' practices while teaching speaking skills were different and mismatched their assumptions that they had mentioned, e.g., regarding following the course/syllabus in their classes, 9 % of the respondents were of the view that they had a fixed course/syllabus to teach speaking skills, 69 % responded that they were flexible in using material from any sources for teaching speaking skills depending on the students needs and interests, while 22 % created and used their own material (see 4.1.10). This was also mentioned when they were interviewed, as the informant 1 during her interview said, "In our institution, for many years, we have been using BBC books. We are working to modify and relate them with our needs...our real life situations. If the books we have are not useful, we use some supplementary material by our own" (Appendix 3). Similarly, informant number 7 said, "Teacher can come up with his own material. I am using my own material all the time. We are not given any syllabus by the institution; we have to go on our own; we have to come up with authentic material, for example from

newspapers, from different videos, so we incorporate them in our classes, and the syllabus for speaking skills or the guidelines should be communicative in nature, if they are not communicative they do not serve the purpose of teaching or learning speaking skills” (Appendix 9). But when their classes were observed, five out of eight teachers used only white-board as an A.V to write the topic on it and asked the students to give presentations (see Observations in Chapter 4).

When the respondents were asked about the activities they applied to teach speaking skills. According to 21% respondents, activities based on pair-work were employed to teach speaking skills, 21% assigned group-work, 21% oral presentations, 16 % used debates, and 17 % applied role plays (see 4.1.6). But their class observations show that five out of eight (63%) applied oral presentations, and among them three employed pair-work, group-work was made by two teachers, debates and role-play were applied by only one teacher (see Observations in Chapter 4), which shows the contradiction to what they had responded to the questionnaires, as according to 21% (4.1.6) oral presentations were applied, but their class observation shows that majority of them, five out of eight (63%) applied oral presentations. The teachers asked the students to come forward and give presentations on a topic, e.g., “Impossible is often untried”, without guiding them how to speak, which may not help them in real life situation, and above all there was no systematic application was made by the teachers, as the informant 2 mentioned in the interview, “We do not have a rigid list of topics, and we have given our teachers the liberty to select their own activities depending on the needs of the students, but how much honest they are in their teaching practices, sometimes it does question about... The students are needed to be given more time to speak, but it is important to plan the

activities in a systematic way, providing some controlled or guided practices. It is not a good idea to go and say that this is the topic for today and speak on it. Rather, they should create a situation for speaking, teach them the relevant vocabulary and also structures related to the situation, or if they are just allowed to go in front of the class to speak, they will start speaking, but only fun and laughter will be there, the real language learning will not take place” (Appendix 4). Supporting the notion, informant 4 also stated, “This happens in most of the classes. The teacher comes, introduces the topic, and then the students are given time to think, and after some time they are allowed to come forward to speak on the given topic” (Appendix 6).

Responding to the question about using the teaching aids, 28% respondents responded that they prefer applying the multi-media, 30% were in favor of using the tape-recorders, 8% mentioned MP3 players (see 4.1.9). But when their classes were observed, out of eight teachers, no one used any of the teaching tools mentioned above (see Observations in Chapter 4), which shows that their assumptions regarding applying the above mentioned teaching tools are contrary to their practices. This might be the result of unavailability of the tools as there was only one class in which A.V aids were found but the teacher did not use it when he was observed; the remaining seven classes did not have multi-media or any other A.V aids, according to informant 7, “... whether students are with the facilities given by the institution, for examples the language lab. Language lab does not mean the old, classical or traditional language lab, in which, there are tape recorders and you just make the students listen to the conversations and they repeat them, that is not the only thing; you can have multi-media programs installed in there; you can expose them to the native speech, as listening to them, they can be exposed to the their

pronunciation exercises. Once they are exposed to these exercises, they can improve their speaking or communicative skills. They can listen to you-tube recordings by the native speakers” (Appendix 9).

The question whether the respondents had attended any professional courses or workshops was very important as teachers’ professional training over repeated intervals is mandatory. Mixed responses were found on this question. The data showed that 18 % respondents had attended Transforming English Language Skills (TELS), 7 % had attended workshops by English Language Teaching Reforms, 32 % had done diploma in Teaching of English as Foreign Language (TEFL), 30 % had not attended any courses mentioned, while 14 % had attended some other courses/training. Endorsing the teachers’ trainings and the courses they attended, the informant 1 mentioned, “Our teachers are well-trained. Hundred percent of them have done masters in TEFL. They are experienced I sent some of my teachers to get some training, and when they comeback, they shared their learning experiences with others” (Appendix 3). Informant 2 stated that (Appendix 4) “Most of the teachers when join the institution do not have much experience of language teaching; they do under go either some formal or informal training. But the problem is, after getting the training, the ELT teachers consider or think that they know everything. Well, to some extent, trainings help them to be good in applying activities they design for their teaching, without applying the theories in their methodologies or activities which are very essential, ... they will get out of their practices will be zero. ... Teaching language for many years, I have come to the conclusion that we should go back to the traditional ways; monitoring of teachers is important, how they teach, how they evaluate their students, as we are not sure that they

do what is expected to be done. There should be focused activities which are not there, sequence is no there, as we need to start from a step and then go onto the other one; these steps also depend on the need of the students.” This was observed in most of the classes that the teachers were not systematic in designing and teaching the activities, as majority of them (five out of eight) came to the classes, wrote a topic on the board and after a while asked their students to give presentations. They did not follow the lesson plan, neither they taught the lesson following the stages required for a successful class, i.e., presentation, practice and production; there was no proper beginning, neither follow up, nor any progression of the lesson which shows the trainings and workshops they attended did not help teach the students in a systematic way or they did not pay heed to their teaching as they might not have been monitored by some senior colleagues, or they thought of their practices positive, helping and which might not.

About teaching methodology, 23 % respondents preferred applying the Direct Method, 1 % preferred using Grammar Translation Method, 63 % preferred applying Communicative Approach, 12 % preferred Audio-Lingual Method, 1 % preferred Suggestopedia, while no-one applied the Silent-Way Method. Informant 1 added, “they are experienced, and are aware of the communicative approach, ...communicative theory is now not new in Pakistan, and some of the teachers practice in their classes, that makes the teaching interesting for both – the students and the teacher” (Appendix 3). Informant 2 also suggested, “if we want to see our students speaking well, then communicative methodology can be considered the best”, ... speaking is for communication purposes, so it is important to create the real life situations in the class, and students should be given more time to speak, but before they are allowed to speak, teachers should teach them the

appropriate vocabulary, the structures are needed according to the functions, otherwise students always like to go on by their own, which does not help them to improve at all when we deal with L2 (Appendix 4). Informant 3 said, "Besides, I create some situations related to a condition, where one needs to use the expressions, like, would that I..., etcetera....So, I have devised some activities, like, becoming a guide and make visit the class to any places in the near vicinity.... Hence, there is much improvement and it is achieved through real life situations.... It may be some discussion or some other activity, but whatever the activity is, it is important to come out from the authoritative classroom and exercise the student-centered classroom. This will lead one to apply some communicative methodology. Thus interaction with the students will be possible, and they should be given more time to speak. Since they have to communicate in their daily life, therefore, it is important to design the activities following the real life situations" (Appendix 5). Informant 4 said, "It is important to introduce the structure sentences spoken in a specific situation, and this is possible when we tell them the way they can introduce themselves to someone or some other situation where they need to communicate, like, how to initiate the talk, how to take part in some discussion, how to take turn, how to respond in a communicating situation, how to develop ideas, how to narrate something, how to use the relevant terms related to a situation" (Appendix 6). Informant 5 added, "... so they should be, I mean after being equipped with these new methods, or practical or practicable techniques, be using them in their classrooms.... So a lot of responsibility usually I feel lies on the teachers' shoulders, so the teachers have to design or devise activities on speaking from their own selves, or using internet sometimes, so again the teacher needs to be innovative, communicative, engaging and

many things then we again look for in the teacher” (Appendix 7). Informant 6 said, ... but in speaking our focus is not on these things; our focus is on their expressions, their body language, their gestures and their confidence level, and how they can contact with the people, so they must know how they contact with the people, or how to make good communication skills, ... you know the purpose is to make your students communicative, it is not that you have to communicate in class and your students will not be communicative, basically your purpose should be, you want your students be communicative in class, how? You can make interaction in the class, so you assign them different tasks, like, role-plays, dialogues, you can make chain-story” (Appendix 8). Informant 7 also added, “Well, if we go for speaking skills, particularly when we talk about language classes, then communication is our focus of attention, and whenever we talk about communication, the first thing that comes to our minds is speaking skills, so I think that teaching speaking skills can be made effective, when the environment is suitable or favorable for teaching” (Appendix 9). Informant 8 said, “Basically, there should be communicative approach in my opinion...Communicative approach is basically to enable the students to communicate in the target language effectively according to the situation or according to the role which is given to them. For example in role-play, usually we give roles to the students, that they can take the roles of doctor and patient, shopkeeper and customer, father and mother, father and son, mother and daughter, daughter-in-law and mother-in-law, the real life situations, so that they should be able to communicate in real life situations, because you have to use the language practically, we cannot just suppose to do it in the classroom, they should use the language according to the situation” (Appendix 10). This means that the teachers provide

opportunities for their students to use language in real-life situations by helping and guiding them to use the appropriate language structures or expressions, applying communicative approach. But when their classes were observed, out of 8 teachers, hardly three teachers applied communicative approach, which shows that their practices were found contrary to their assumptions.

5.2 Recommendations

On the basis of the findings mentioned above, following recommendations are made to develop the speaking skills:

- Learners' needs, interest and their level of learning and understanding should be identified first, and then the activities be designed accordingly. This may help the teachers to achieve the objectives of a lesson as the learners actively participate when the activities are designed according to their level, interest and needs.
- Teachers should create information gap in their classes to enable their learners to improve their oral skills: use of language, clarity, fluency and accuracy, and this is possible when they create real life situations, and guide them the ways to respond in different situations as they might be expected in a real life situation.
- Teachers should encourage their students to speak and create task-based and friendly learning environment so that learners feel comfortable in participating and practicing speaking skills.

- Instead of applying only one activity for the learners, the teachers should also apply some other activities to develop their learners' speaking skills, such as, dialogues, role-plays, discussions, simulations, and other related real life activities, but it is also important to guide the learners the ways to develop the speaking skills.
- Teachers should properly instruct their learners about the activities they use/apply during their lessons, and also teach them the relevant structures, vocabulary, appropriate expressions, and other related techniques to develop their speaking skills.
- A.V. aids should also be used to develop the interest of the learners, so that they may actively learn and respond to what is taught through these modern teaching tools. For instance, one of the informants mentioned in his interview that he video-recorded his students while they were performing a role-play, presentations on a topic, and when the learners were done, they watched their performance together which created some fun-experience in addition to their learning and improving speaking skills; activities like the one mentioned by the interviewee, may help both, the teacher and the learners to develop speaking skills.
- There should be some link between the theory and the practice; there is a huge difference between what the teachers assume or say, and what they actually practice. Responding to situations like this, one of the senior administrative

personnel among the interviewees, suggested to be traditional to visit the teachers' classes on daily basis whether they plan their lessons or not, or design the activities for their lessons or not, teach the appropriate structures related to the task they assign to the students or not, guide them how to speak in a real life situation or not. This may help them to be cautious in utilizing their energies in more professional, proper and systematic ways, as many a time, though, some of them are sure themselves that the way they teach a lesson is helpful for their learners, or the activities they design are considered by themselves are helpful and appropriate for their lessons, in fact, they are not. It is therefore important to share the activities with a senior colleague before applying them to the learners which can be helpful as senior colleagues may guide and help by sharing their past experiences and the results they achieved. Teaching for the sake of teaching bears no fruit. As Palmer (1998) commented, being teachers, it is important to know ourselves first, which itself is a difficult task, and then to know about the learners through making their need analysis, if the teachers fail to know themselves and their learners and their needs, then teaching speaking or any other skills cannot be successfully made possible.

- Speaking skills can effectively be developed if the teachers work more efficiently while teaching it; their assumptions may bring positive results if they utilize their experience in classroom teaching, which is only possible if they help the learners, assisting, guiding and monitoring them by providing context and related task-based and real life activities, in addition to the presentations, as a result they may

get more opportunities to improve their oral skills, following the guide-map provided by their teachers.

- This research may help the teachers to revisit, reconsider and refresh their assumptions and practices in future teaching, as most of them think that what they assume is also practiced by them, or what they do in their classes is positive, which may not be sometimes, as the research conducted has found that what the teachers assumed were not practically applicable in their teaching. Thus, they should design the activities according to the need of their learners, and the learners should also be guided properly for the activity which is practiced.

5.3 Limitation of the Study

This study was limited to teachers' assumptions and practices about developing speaking skills at tertiary level at IIUI and NUML, which investigated the teachers' assumptions and their practices.

If a research like this is carried out to explore the learners' assumptions and their practices in addition to the teachers' assumptions and practices, comparing the assumptions of both the learners and the teachers, then the learners' assumptions may be different to the teachers' assumptions, as they like to learn in a different way which is more helpful and easy for them; they also know their own strengths and weaknesses; as they want to be comfortable to participate in the activities in developing their speaking skills. If such a research is carried out, then different findings/results may be found, and it may also be more helpful to identify the problems of poor speaking skills among the learners. Such a research may open up some more different ways to address the issues

related to teaching and learning to develop the speaking skills, and a research like this may also be conducted on the other skills, which may be helpful to identify the issues while teaching and developing them, which may help the teachers to teach them in a better way. The respondents in the current study were taken from two institutions due to a limited time frame and other constraints, which may be some larger population in future researches, consisting of almost five institutions and the time frame for data collection and its analysis may also be extended for more than a year.

This research may also pave the way to another research, that is why the teachers do not practice of what they assume, as the research conducted revealed that majority of the teachers (63%) did not practice what they had claimed to practice. So it may be an interesting situation to carry out a research to identify the reasons and causes of mismatching between their assumptions and practices, which may add another input to ELT in Pakistani context.

5.4 Conclusion

The thesis began with background of the study, introduction of the problem, definition of the key terms, and research questions. The introductory chapter was followed by the review of literature relevant to the concepts of assumptions and practices in teaching (e.g., Dealwis, 2010; Richardson, Gallo & Renandya, 2001; Abraham & Vann, 1987; Gebhart & Robert, 1999, etc., mentioned in Chapter Two, pages 9-15). Available studies on speaking skills (e.g., Harmer, 2001; Thanyalak, 2012; Celce-Murcia, 2002, etc., mentioned in Chapter Two, pages 15-18), and the relevant issues such as lesson planning (e.g., Brown, 1994; Burns & Joyce, 1997; etc., mentioned in Chapter Two, pages 18-20),

fluency, accuracy and appropriacy (e.g., Scrivenere, 2005; Arthur, 1987; Swain, 1985) mentioned in Chapter Two, pages 20-22) were also reviewed to give a better background of the study and to identify a gap in the existing body of work. It was found that no study was available on the area selected for present thesis. This was followed by a chapter on research methodology. It specifies the population for the study and the method of sampling adopted (see 3.2). Tools of data collection i.e., questionnaires, interviews, and class observations, have also been described in this chapter. Through questionnaires and interviews, teachers' assumptions regarding ideal ways of teaching speaking skill were identified. Classroom observations helped me note their actual practices. The last part of this chapter describes procedures of data analysis. The next chapter i.e., Chapter 4, gives analysis of the data collected, beginning with the extensive analysis of the data collected through questionnaires. The responses on interview questions have also been summarized in this chapter as section 4.2. It was shown that the teachers have assumptions that are in line with the modern teaching techniques and technology. For instance, responding to the questionnaires, 98% of the teachers believed that using gadgets like multimedia, tape-recorder, MP3 players, flipcharts, flash cards, etc. is effective for teaching speaking skill; similar results were found through teachers' interviews. However, as the results of classroom observations show, not a single teacher used any of these gadgets in the classroom (see detail in Chapter 4, under sections 4.1.9 and 4.4). This is followed by the section that gives data collected through observations (see 4.3). So, this is how the differences between the teachers' beliefs and practices are made explicit. The concluding chapter sums up the whole discussion, gives summary of findings (which, if put in general terms, show that contradictions exist between teachers' assumptions and

practices—see 4.4 and 5.1, for detail), recommendations for the future researchers (see 5.2), and acknowledges the limitations of the study (see 5.3).

The study was meant to investigate the correlation or gaps between teachers' assumptions and practices. It was carried out with the help of questionnaires, observations and interviews administered and conducted at English departments of IIUI and NUML. The data was organized, analyzed and the results were matched: those of questionnaires and interviews—assumptions—on the one hand and those from observations—practices—on the other hand. It was found that most of the teachers have updated knowledge about teaching techniques, effective for the teaching of speaking, as they express this knowledge through the questionnaires (Chapter 4, pages 30-47) and interviews (Chapter 4, pages 48-58). Many of them have already attended different teachers training workshops and seminars. However, their practices are different, as it has been witnessed through the observations (Chapter 4, pages 60-71 of eight classes from both the selected universities. Most of the teachers (five out of eight) do not employ communicative approach; do not exploit AV aids; neither they follow any written lesson plan; nor they practice activities based on pairs and groups, etc. (for detail of the areas where the gaps were found between theory and practice, see findings summed up in bullet form at the end of section 4.4, pages 78-79). It is hoped that if this distancing between what the teachers believe is right and what they actually do is minimized, the teaching of speaking at tertiary level may be improved.

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APPENDIXES

APPENDIX-1

QUESTIONNAIRE

Dear Respondent,

This questionnaire is a part of an M.Phil/MS research conducted at International Islamic University Islamabad on developing speaking skills at under-graduate level. The data will be kept confidential, and only be used for the purpose mentioned above. Please read the following questions/statements carefully, and mark a tick or ticks to show the appropriate choice or choices which applies/apply to you. The results of this research will be available on request. Thank you for sparing time in filling-up this questionnaire.

Name: ----- (Optional)

Designation -----

1. How many years have you been teaching?

- a) 1-3 years
- b) 4-6 years
- c) 7-9 years
- d) Above 10 years

2. Have you taught speaking skills?

- a) Yes
- b) No

3. If yes, how many years have you been teaching speaking skills?
- a) 1-3 years
 - b) 4-6 years
 - c) 7-9 years
 - d) Above 10 years
4. Which one of the following courses/trainings/workshops have you attended?
- a) Transforming English language skills (TELS) by British Council
 - b) English language teaching reforms (ELTR) by HEC
 - c) Teaching of English as a foreign language (TEFL) by AIOU
 - d) None of the above
 - e) State (if any other): -----
5. I follow the scheme of work (outline of the course).
- a) Always
 - b) Sometimes
 - c) Never
 - d) State (if any other): -----
6. Which of the following do you apply in your classes?
- a) Pair-work
 - b) Group-work
 - c) Oral presentations

- d) Debates
- e) Role-plays
- f) State (if any other): -----

7. In your opinion (in developing speaking skills) which option is the best?

- a) Accuracy
- b) Fluency
- c) Both
- d) None of the above
- e) State (if any other): -----

8. Which teaching method you prefer for your classes?

- a) Direct Method
- b) Grammar Translations Method
- c) Communicative Approach
- d) Audio-Lingual Method
- e) Suggetopedia
- f) Silent-Way Method

9. Which of the following teaching aids you use in your classes?

- a) Multi-media
- b) Tape-recorder
- c) MP3 player

- d) Flip-charts
- e) Flash-cards
- f) State (if any other): -----

10. Which of the following statements apply to you?

- a) I follow the fixed course/syllabus.
- b) I am flexible in using supplementary/supporting material.
- c) I create my own learning material.
- d) State (if any other): -----

11. I allow my students to ask questions:

- a) during the lesson.
- b) at the end of the lesson.
- c) neither during nor at the end of the lesson.
- d) State (if any other): -----

12. I correct the learners' mistakes on the spot.

- a) Yes
- b) No
- c) Sometimes

13. I correct learners' mistakes by giving them chance to correct themselves first.

- a) Yes
- b) No
- c) Sometimes

14. I think multi-lingual background of learners:

- a) is helpful.
- b) is a hurdle.
- c) is neither helpful nor a hurdle.

15. I think multi-cultural background of learners:

- a) is helpful.
- b) is a hurdle.
- c) is neither helpful nor a hurdle.

16. In my opinion, speaking is easier than:

- a) reading
- b) writing
- c) listening
- d) none of the above

17. In developing speaking skills I consider learners':

- a) success as a team-success.

b) success as their own success.

c) failure as my failure.

d) failure as their own failure.

18. Please suggest a way to develop speaking skills in your context: -----

INTERVIEW GUIDE FOR THE TEACHERS

1. How in your opinion is effective teaching of speaking skill possible?
2. What sub-skills do you think are the most important to be taught to the learners of your class?
3. What methodology do you think is the best for teaching of speaking?
4. What is your opinion about the current syllabi for speaking skill? How do you think it can be improved?
5. Are you satisfied with the class strength and their level? Is it a mixed ability class?
6. What in your opinion should be the mode of teaching: lecturing, interaction-based, task-based, etcetera?
7. What is your opinion about the assumptions and practices of the language teachers, particularly in respect of speaking?
8. Any suggestions that you might like to offer in order to minimize the difference between assumptions and practices?

APPINDIX-3

I followed this flexible interview guide to conduct interviews with teachers and administrators in English language teaching departments. As the pronunciation or other linguistic or paralinguistic features had no direct or indirect influence on the results of the study, therefore the spoken interviews were transcribed in simple Romans script.

TRANSCRIPTION OF INTERVIEW 1

“That is a very broad topic I would say. The best thing in any speaking skills class is to encourage the students to speak in the language they learn, what I believe is, speaking is language; if you do not know how to read or write but if you speak it, the people will say that you know the language, isn't it? Even the illiterate people can also speak the language. All the skills are important, but I would say, speaking is the most important.

In our institution, for many years, we have been using BBC books , and most of them have integrated skills. We are working to modify and relate them with our needs, and we are working to integrate the skills related to our real life situations. We must try to integrate and assimilate all the integrated skills, and our students should deal with all four skills whether they learn speaking skills. Students should be encouraged to speak. In our Pakistani context, there are two problems with our students, one is their shyness and the other one is their hesitation. In their mind, they have a wrong idea that when they will open their mouth, others will consider them wrong. And in our country, we are always trying to speak the correct language. The purpose of language speaking is to communicate rather than speaking the correct language. I would say just speak, instead

of going for perfect pronunciation, the structure, and the grammar rules etc. Therefore, we must encourage the students to speak fluently rather than following accuracy, which comes later.

Some old books of sixties and seventies are being used so far, but we are working to modify them and also working to utilize some latest books. Our teachers are well-trained. Hundred percent of them have done masters in TEFL. They are experienced, and are aware of the communicative approach; if the books they have are not useful, they use some supplementary material by their own. Newspapers are the cheapest sources which can be used in the classes. I bring different cut pieces related to the students' likes and their level of understanding, show-biz, decoration, sports, and then divide my students into groups and give them a piece of reading, ask them to speak on what they have learnt from those news-items. They do participate and speak very nicely. I also ask them to bring if they have some related material from old magazines or newspapers; they bring them to the class and we utilize them. This is the time of technology, in one click one may get bombardment of information. I sent some of my teachers to get some training, and when they back, they shared their learning experiences with others.

We should have faith in practicing all those theories; communicative theory is now not new in Pakistan, and some of the teachers practice in their classes, that makes the teaching interesting for both – the students and the teacher. A teacher should be like a juggler. He/she should do the magic in his/her classes. I have got many activities in small chits or in the form of news-items etc. We have them in a plastic-bag, for every activity we prepare and use them in our classes, and then keep them in a cupboard. Speaking can easily be improved by reading skills, and if one applies speaking based on reading then

he/she will get the best results. We could not deliver our job properly, as after three to four months training being given to our students, they are unable to speak, this is all the teachers' mistakes, as we experience that many of our students come with the complain that our teacher of English never spoke in English, and they have been discouraged by the teachers time and again. Thus it is important to utilize our teaching skills so that our students give better results in language learning, as they give in mathematics and some other science subjects.”

TRANSCRIPTION OF INTERVIEW 2

“Effective teaching of speaking skills is possible if the needs of the students are known and the emphasis on speaking skills be made; the course be designed according to the needs of the students, their level, their understanding, their capacity and ability to learn, the way they respond to it. The activities designed for them must be helpful and be based on real life speaking experiences. Emphasis should be given on speaking rather than reading and writing, because they have been reading and writing for many years, and the problem that they face is in speaking, so it is important to emphasize on speaking. This can be done through designing effective activities, and the teaching methodology the teachers apply in teaching speaking skills.

There are no best methodologies. One needs to apply the methodology according to the needs of the students. For instance, if we want to see our students speaking well, then communicative methodology can be considered the best, but there is a problem that it does not help the students to be accurate; their structural or grammatical problems persist. Therefore, it is important to apply some task based activities. Cooperative learning also helps both the teacher and the students to develop any skills. So combining all these methodologies, some methodology should be made and applied for teaching speaking skills. But as speaking is for communication purposes, so it is important to create the real life situations in the class, and students should be given more time to speak, but before they are allowed to speak, teachers should teach them the appropriate vocabulary, the

structures are needed according to the functions, otherwise students always like to go on by their own, which does not help them to improve at all when we deal with L2.

Better to teach speaking skills by concentrating different language functions because that helps us to adjust our speaking according to the need of our students and we can isolate these functions: the social, academic, or some other purposes. We can adjust the formal or informal structure, the syllabus, according to the notions and this is how we can teach the sub skills of speaking skills.

We have a list of course objectives for developing speaking skills for different levels: the elementary, the intermediate and the advanced. We do not have a rigid list of topics, and we have given our teachers the liberty to select their own activities depending on the needs of the students, but how much honest they are in their teaching practices, sometimes it does question about.

Most of the teachers when join the institution do not have much experience of language teaching; they do under go either some formal or informal training. But the problem is, after getting the training, the ELT teachers consider or think that they know everything. Well, to some extent, trainings help them to be good in applying activities they design for their teaching, yet without applying the theories in their methodologies or activities which are very essential, and as language teachers, they must know the language learning theories or they will experience drastic mistakes in teaching as the results they will get out of their practices will be zero. The students are needed to be given more time to speak, but it is important to plan the activities in a systematic way, providing some controlled or guided practices. It is not a good idea to go and say that this is the topic for

today and speak on it. Rather, they should create a situation for speaking, teach them the relevant vocabulary and also structures related to the situation, or if they are just allowed to go in front of the class to speak, they will start speaking, but only fun and laughter will be there, the real language learning will not take place. There will be no justice without having theoretical knowledge, and they must know what objectives can be achieved through the activities they design for their classes.

Teaching language for many years, I have come to the conclusion that we should go back to the traditional ways; monitoring of teachers is important, how they teach, how they evaluate their students, as we are not sure that they do what is expected to be done. There should be focused activities which are not there, sequence is not there, as we need to start from a step and then go onto the other one; these steps also depend on the need of the students. The course that has been already designed must be based on some objectives, as to know why the students are there, and what type of language they require. For instance, if we teach them about meeting with someone, then it is important to tell them how meetings are being done, what sort of language structure should be used for meetings, because one function can be achieved through different ways; different structures can be used according to the level and formality, e.g. when asking for information, one can use many structures, for instance: can you tell me..., I would like to know..., etc, and this is all possible through the activities designed by the teacher. Students are generally eager to learn but teachers are not teaching them in an appropriate way, what is required. Usually, there is interaction between the students and teachers in our institution, and teachers have been given them the freedom to design the activities by their own if they

understand easy for their students, but the problem is the time they have for developing speaking skills is only two hours a week, which is not sufficient.”

TRANSCRIPTION OF INTERVIEW 3

“In fact, speaking skills also involves various sub-skills. Speaking in not only speaking, when it is a question of speaking another language; in our case, it is English. There are various problems with our students when they come in front of some audience, they feel hesitant to speak, and sometimes the audience is their own class-fellows. They have poor pronunciation; their sentences are faulty, and many of times, I have faced one problem, that is, the students do not have anything to speak in their minds; I mean, their thought process is not so active. I ask them, whether they have ever spoken in front of some audience in English, and the very common response I receive is, no! And then I ask them whether they have ever spoken in front of some audience in Urdu, again the same response is received. Therefore, it is very important to do some need analysis of the students learning speaking skills, e.g. their purpose of speaking, their level of learning etc. If they are working on interrogatives to ask questions, I teach them the structures to make questions. I also teach them the stress patterns, how a question should be asked. Sometimes, some of our students who come to learn speaking skills are officials, and they need to be familiar with some particular jargon and terminologies, and some proper structures in their official correspondence, so I ask them to record a list of jargon they use in their offices in any language and bring them to me. Once they bring those spoken jargon and expressions, we observe them and prepare material for those expressions as counterparts in English, so that the students use them in their context. Sometimes, students cannot speak in front of some big audience; even they are unable to introduce themselves, so I divide the class into smaller groups and ask them to work in those

smaller groups. This way they feel comfortable and gain confidence, and gradually their confidence level is improved, then I ask them to come forward and speak in front of the bigger groups. I also use an interesting activity. I record my students' presentations, and then we analyze them while watching and listening together. First, they all feel shy watching themselves speaking in English, but after sometime they gain confidence, and they perform better when they are given another chance. This way, they become very good speakers. I motivate them to learn further. I have given them a list of a hundred mispronounced words by the people, and they know how to properly pronounce them. Activities like this, give them confidence, and they are motivated to learn more and more. Besides, I create some situations related to a condition, where one needs to use the expressions, like, would that I....., etcetera. Thus they are taught the expressions, sentence structures. They are also facilitated with some documentaries, which have very useful structures related to day to day life situation. These documentaries are played for them in the class on a big screen, and whenever needed, pauses are being made or sometimes repeated for their explanation. It has been observed that the students feel shy in the sunshine, though they speak inside the class, and cannot speak even a single sentence in a real life situation. So, I have devised some activities, like, becoming a guide and make visit the class to any places in the near vicinity, like the most popular place to visit here in Islamabad is the Pakistan monument. I ask three to four students to visit first themselves, and prepare the information related to its history, construction, what attracts more, how to go there etcetera, either directly or from some other sources, like, surfing the internet. Once they are ready with the exposure and information, then we go as class, and with hustle bustle, they start speaking while guiding in English language and those

being guided also pose the questions which enable all of them to communicate free. In the beginning, some of them feel shy to speak, with damp hands, and shivering to share the information, but after a while, for instance after a ten seconds time, they are so confident that they enjoy speaking in English, and people around being surprised look at the students the way these brown skin speaking in English like those of the natives. Hence, there is much improvement and it is achieved through real life situations.”

TRANSCRIPTION OF INTERVIEW 4

“In fact it depends most of the time on the teacher, how he is going to improvise the different techniques in the classroom, depending on the level of the students and the nature of the topic. It may be some discussion or some other activity, but whatever the activity is, it is important to come out from the authoritative classroom and exercise the student-centered classroom. This will lead one to apply some communicative methodology. Thus interaction with the students will be possible, and they should be given more time to speak. Since they have to communicate in their daily life, therefore, it is important to design the activities following the real life situations.

It is important to introduce the structure sentences spoken in a specific situation, and this is possible when we tell them the way they can introduce themselves to someone or some other situation where they need to communicate, like, how to initiate the talk, how to take part in some discussion, how to take turn, how to respond in a communicating situation, how to develop ideas, how to narrate something, how to use the relevant terms related to a situation etc. We should also focus on their pronunciation; there are different fluency devices, the weak forms, how they can be used, the process of elision, rules of ‘r’ sound, switching from British to American English and so on. These all can be taught slowly and gradually, but in the beginning, we should give them confidence or they will consider speaking is a teasing and tough job.

In fact we do not follow some strict syllabus to develop our students’ speaking skills. Speaking is a creative skill, and we are flexible in using our own activities, and give our

students some topics related to speaking skills, from easy to difficult, according to their level, if they keep on speaking on the topic given to them, we let them go on and this is the best way, as fluency comes first and then accuracy.

Assumptions in some cases could be very high, as one wants his students be very good speakers, and s/he has a lot expectations. In most of the classes, we begin the topic and students come with a few lines and when they finish speaking those lines, the teacher has to help them to speak further, as a result the teacher himself has to speak almost sixty to seventy percent, while the remaining thirty percent class time is hardly utilized by the students. This happens in most of the classes. The teacher comes, introduces the topic, and then the students are given time to think, and after some time they are allowed to come forward to speak on the given topic. This way, the students get very little time to practice speaking skills. This can be only helpful when we apply it in initial stages, but not useful in the later stages.”

TRANSCRIPTION OF INTERVIEW 5

“Well, there may be many reasons for that, I think everything contributes towards ignorance of lack of communication skills, partly it is teachers’ training, teachers’ lack of motivation, partly it is students’ own motivation or the syllabus or course that has been designed for them may also be faulty in many regards. So it is the everything which may not be effective or the teachers may not be contributing their hundred percent towards developing students’ language or communication skills.

Well, there are three things to be carried out: first of all, it is important to make students’ counseling as they need it, for example if the students are enrolled in Engineering or in Medical Sciences, their first preference is their own course, so they keep working hard in their own discipline, and perhaps, somehow, they ignore their speaking proficiency or English proficiency, so they need to be motivated, that this is perhaps relatively more important area that they should be focusing more, because as soon as they enter the job market, first of all, they have to do something, that is related to their communication. They will have to give demonstrations, they will have to appear in interviews, they will have to attempt some examination, like the oral examinations, so they should be told the incentives they will have after improving their speaking or communication skills. And there are some barriers, like, the social barriers, students have fear from speaking, students have social anxiety, students have fear being ridicule in language classes, so I think, counseling while making conscious effort on part of teachers in breaking these barriers that the students facing is very necessary. The second thing important is,

teachers themselves be motivated, and they should be well-trained, as Dr. Ayaz himself said that maybe the teachers need refresher courses because when you do one workshop, perhaps it is for one year, not more than that, so they should be trained time and again, because now and then new researches are being developed in language teaching, that should be somehow transferred to the students, and to the teachers in institutions here in Islamabad and all over Pakistan, so they should be, I mean after being equipped with these new methods, or practical or practicable techniques, be using them in their classrooms.

The third thing is the syllabi. I feel, I doubt presently the syllabus that is available is perhaps not that much covering the speaking skills or communication skills of the students. So a lot of responsibility usually I feel lies on the teachers' shoulders, so the teachers have to design or devise activities on speaking from their own selves, or using internet sometimes, so again the teacher needs to be innovative, communicative, engaging and many things then we again look for in the teacher. So if a well-designed syllabus is available to them, perhaps, we will not rely on teacher.

I think all these three areas need to be focused by the policy makers, or if one day, perhaps your research gets published and these areas are addressed, then this may bring positive changes, and thus speaking skills can be developed.”

TRANSCRIPTION OF INTERVIEW 6

“First of all, we should make the students’ environment comfortable, so that they can participate easily. They do not feel shy or hesitant in front of you, and you have to make them comfortable with. You have to provide them those situations in which they feel comfortable and relaxed, they do not feel shy or hesitant, so they can easily speak in front of their class fellows as well as teacher. So this kind of environment should be there, I mean like you can say peripheral learning should be there. Environment should be comfortable, so that students can learn easily.

In speaking, basically we have a lot of things, for example they need to build up their confidence level first of all; they have to make an eye-contact with their class fellows as well the teachers, so that is the first priority, eye contact is necessary, otherwise they cannot build their confidence like this, and they have to be good at their expressions, for example, they must show their body language, gestures, expressions and all things should be there. And apart from that, vocabulary is very important, it should also be there, but first of all, confidence, then you have body language or expressions, then you can say vocabulary items, you must introduce them vocabulary items, so that your students can learn the vocabulary items and they can use them in their speaking. Then they have a good comprehension, they can understand, what is going on in class or what you are doing in class, so they must comprehend that thing. They must have a good level of comprehension. And then at the end, fluency comes; if they are good at all these things then they can be fluent in their speaking.

Actually, basically, this thing is more effective in Phonetics and Phonology classes; there we use most of these things, not in speaking skills, because we have different courses, like diploma foundation, certificate and advance diploma. In diploma they have Phonetics and Phonology classes, there we use this syllabi and all these things, but in speaking our focus is not on these things; our focus is on their expressions, their body language, their gestures and their confidence level, and how they can contact with the people, so they must know how they contact with the people, or how to make good communication skills. So there is no need to have the syllabus and all these things in speaking skills class, as they have these things in Phonetics and Phonology class, so they can learn in that.

In speaking lectured-based is not preferable, because in speaking your class should be interactive, they must interact all the time, so you must assign different tasks to them, for example, chain stories as starters, you can have role-play, you can have different topics, discussions, individual presentation as well, so there are number of activities in speaking skill that you can introduce in your class, but speaking class is not lecture-based, that would not be effective, because you know the purpose is to make your students communicative, it is not that you have to communicate in class and your students will not be communicative, basically your purpose should be, you want your students be communicative in class, how? You can make interaction in the class, so you assign them different tasks, like, role-plays, dialogues, you can make chain-story, sometimes, and you can give them individual topics and sometimes in groups to present in their class.

Basically, teachers think that students would be perfect after a month or two months, and students expect more, they can get and they would be perfect after a month, but it is not the case, if they spend six months here, they would not be perfect. Obviously it is not

their mother tongue, it is the second language which they are learning here, especially speaking, they are used to speaking a lot you know outside the class, even in their class, they only prefer speaking in front of the teachers, not in front of their class fellows, but better they speak in English in front of their class fellows all the time, so that they can communicate easily.

I use “read and speak”, for example, I ask them to read any newspapers story and then present it in your own words, so that it would be helpful, first of all, they have to read, they have to comprehend it and they have present it in front of the whole class, so this way their understanding develops and they can also communicate in front of their class, and you also do this in listening. First of all, you ask them to listen something and then ask them to speak, the thing which we have already listened, so it is also helpful to develop their comprehension and they will develop their communicative or speaking skills.”

TRANSCRIPTION OF INTERVIEW 7

“Well, if we go for speaking skills, particularly when we talk about language classes, then communication is our focus of attention, and whenever we talk about communication, the first thing that comes to our minds is speaking skills, so I think that teaching speaking skills can be made effective, when the environment is suitable or favorable for teaching, that includes the skills of the teachers, the appropriate level of the learners, the prescribed syllabus; there may be some extrinsic factors as well, whether students are with the facilities given by the institution, for examples the language lab. Language lab does not mean the old, classical or traditional language lab, in which, there are tape recorders and you just make the students listen to the conversations and they repeat them, that is not the only thing; you can have multi-media programs installed in there; you can expose them to the native speech, as listening to them, they can be exposed to their pronunciation exercises. Once they are exposed to these exercises, they can improve their speaking or communicative skills. They can listen to you-tube recordings by the native speakers. You should have communicative environment, which means there should be friendly environment, they should communicate with the teacher and with their fellow students, so if all these factors are present there, then, speaking skills can highly be made effective.

The courses I am teaching right now for my students; there is no prescribed syllabus and probably that is good, that is not bad, but in such a case, most of the things depend upon the teacher. Teacher can come up with his own material. I am using my own material all

the time. We are not given any syllabus by the institution; we have to go on our own; we have to come up with authentic material, for example from newspapers, from different videos, so we incorporate them in our classes, and the syllabus for speaking skills or the guidelines should be communicative in nature, if they are not communicative they do not serve the purpose of teaching or learning speaking skills.

The mix ability classes are challenging for me. If I were the selector, or if I were sitting in the interview panel, when the students were being interviewed, then I would pick them up according to their level.

Assumptions about speaking skills! Like when go from a teacher's perspective in an educational environment or in an educational institution, when the teachers are asked that which skills would they like to teach? They say, speaking skills, because they think it is the easiest one to teach, but actually it is the other way round; probably the most difficult one to teach; reading is probably easier to teach than speaking, but what are the assumptions of the teachers for speaking skills, they think, you have to go and you have to just give some task to students, give them some topic to speak, give them some topic for public speaking, give them some presentation sort of thing, and the students will speak about that, and that is all that, and they will explain something about the topic; they will talk to the students, but probably that is not what they call speaking skills, which is not the essence of teaching

For me, it is all about communication, if you are around in the class, you should have communication, if the teachers are unable to convey their ideas effectively to the people around by the end of a six month course, which means the teachers have done nothing.

Teacher is the foremost and biggest audio-visual aid, so, if teachers are communicative, then they can communicate well with their students. They can make friendly environment, and they can motivate their students. They can end up with the physiological barriers of the students, and then, probably their speaking skills competence can be achieved, even if there are no facilities provided, if the teachers go well with their students, and finish their syllabus systematically, probably they can enhance the students' speaking skills. I go for board marker and flash cards, sometimes, I bring my laptop to make my students listen to some native conversation, it works like multimedia. There are certain videos that I use. You have to bring your own resource, and that works well, and that is good enough for the task.”

TRANSCRIPTION OF INTERVIEW 8

“Effective teaching is possible through friendly atmosphere, until and unless there is friendly atmosphere, effective teaching is not possible. You can see that if there is friendly atmosphere that even students can participate in an effective way and all the students can participate in a friendly atmosphere, if they will not get the topic, if they will not get any kind of concepts regarding the topic, they can easily ask the teacher because the teacher is friendly, and the teacher has given them the permission to ask anything which they want to ask regarding their studies and the teacher should be friendly in the matter of studies only, not about the other things as there are boys as well, so that is why the teacher should teach the students in a friendly atmosphere regarding studies, and for effective speaking, the use of vocabulary is very important, you know that when students come for this course, they have got lack of vocabulary. They are unable to interact with each other, and basically they deal with two problems, one is related to vocabulary and the other is of grammar, and grammar is very much important for them. If they have not got the grammatical concepts, then they are unable to understand what the teachers is speaking even, maybe I give them the chain-story, and they are using the present tense, and if they do not know this thing that they are supposed to use past tense for story, when I ask them to describe any picture which is pasted on the white-board, or in the notice board in front of them; they are suppose to get the description in the present tense, so the grammatical structures are also very important. There should be communicative competence, in fact you can say, that the teacher should follow the communicative approach of language teaching and you know that in communicative approach there are

role-plays, there are jigsaw puzzles, there are information gaps, and in all these activities you come to know that how you can teach your students. There should be group discussions.

Basically, there should be communicative approach in my opinion, and all these techniques that I am telling you are the part of communicative approach. Communicative approach is basically to enable the students to communicate in the target language effectively according to the situation or according to the role which is given to them. For example in role-play, usually we give roles to the students, that they can take the roles of doctor and patient, shopkeeper and customer, father and mother, father and son, mother and daughter, daughter-in-law and mother-in-law, the real life situations, so that they should be able to communicate in real life situations, because you have to use the language practically, we cannot just suppose to do it in the classroom, they should use the language according to the situation.

Basically, I will link speaking skills with the thinking skills you can see, because if they know how they can think, they can speak effectively, so grammar vocabulary, all these things should be taught to the students, and if they are studying them in other subjects, like they have grammar classes, and they have got all these things, so all these things are basically all skills and are interlinked. They are integrated basically. In speaking, we do not have only speaking, it is also integrated; one student is speaking and the others are listening, the teacher is speaking and the students, so we cannot isolate speaking skills from other skills, they are intermingled, and they are integrated skills.

Basically, there are different factors, like, the age, level and backgrounds of the students, they do not come from the very good backgrounds, they face a number of difficulties in speaking English language, because they have not got the foundation of English language, they have started learning or speaking of English language at their classes when they become adult, so they cannot be very good speakers, so there is a need to inculcate some skills in them. They should be treated in some way that they can speak effectively, and I think the teacher should not have any effective filter on the students, and if a student is using 'do' with he, for example 'he do', and continuously saying that 'he do', 'he do', 'he do', I should not interrupt the student immediately, because if I will interrupt the student then what will happen, that he will lose the confidence, and he will just become more shy, at least already, and even not be able to participate or face the class, so the better thing is this that you keep in mind the mistakes as committed by the students, and you can write them down on a piece of paper and then you can give the general lecture to the students that these are the mistakes which are committed by you, and now how can you rectify them, I can write the correct version on the board, and I can tell them that this is the correct example. In this way students will not feel embarrassed and they will learn effectively.

Basically, what happens, for example I have written a topic on the board, all the students will not develop the equal understanding of the topic; some will get the topic immediately at once, and others would ask me, that, Madam, what does it mean? And then I have to elaborate the topic for them, and sometimes I have to give them examples. So elaboration, illustration and sometimes demonstration is important.

CLASS OBSERVATION SHEET

This observation sheet is used for the teachers' observation while teaching speaking skills to their learners. The main purpose of using this sheet is to compare their assumptions which they have already made during their responding to the questionnaires; the observation finds out whether there assumptions congregate with their practices or not.

Teacher: _____ Class: _____

Section: _____ Strength: _____ Date: _____ Timing: _____

Topic: _____ Activity: _____

1. Preparation:

a. Preparation of the teacher

Comments: -----

b. Teacher's appearance

Comments: -----

c. Lesson plan

Comments: -----

d. Material

Comments: -----

e. Makes the learners ready for the class

Comments: -----

2. Presentation:

a. Employs the brain storming session

Comments: -----

b. Announces the topic followed by the outline

Comments: -----

c. Tells the learners about the activity to be conducted

Comments: -----

d. Applies the Inquiry Method

Comments: -----

e. Shares the information directly

Comments: -----

f. Divides the students into groups

Comments: -----

g. Asks them to come forward to speak on a topic

Comments: -----

h. Continues the point that has previously been discussed

Comments: -----

i. Continues the activity that has already been started a day before

Comments: -----

j. Introduces a new task/ activity

Comments: -----

k. Tells the importance of speaking skills

Comments: -----

l. Motivates the learners to enhance their speaking skills

Comments: -----

m. Uses notes , shares them among students

Comments: -----

n. Uses multi-media

Comments: -----

o. Uses the white/black- board

Comments: -----

p. Uses L1 for making a point clear

Comments: -----

q. Employs transitions during his/her lecture

Comments: -----

r. Employs humor

Comments: -----

s. Encourages the learners to speak

Comments: -----

t. Applies the Lecture Method

Comments: -----

u. Applies the Direct Method

Comments: -----

v. Applies the Interactive Method

Comments: -----

w. Applies the Grammar Translation Method

Comments: -----

x. Reinforces when someone responds in a correct or good way

Comments: -----

y. Helps the learners in correcting their speaking mistakes

Comments: -----

z. Asks the students for having role-plays

Comments: -----

3. Execution:

a. Execution of the lesson

Comments: -----

b. Assigning some task to exercise at home

Comments: -----

c. Time management

Comments: -----

Overall Comments / Observation:

APPENDIX-12

CODING OF THE TEACHERS' RESPONSES

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
2	1	1	5	2	1,3,4,5	2	1,3	,5	2	1,2	2	1	1	1	1	1	
2	1	1	1	1	2	2	3	1	2	1	3	1	3	3	2	1	
4	1	4	1	1	1,3,4,5	2	3,4	1,2,3,5	1	2	1	1	3	3	2	1	
4	1	4	2	1	3	3	4	1	3	1	2	1	1	1	1	3	
4	1	1	3	2	6	2	3,4	6	2	1	2	1	1	1	1,2	3	
3	1	1	3	2	1,2,3,5	3	3	1,5	2	1	2	1	1	1	4	1	
3	1	3	3	4	1,2,3,4,5	3	3	1	3	1,2	2	1	1	2	2	1	
4	1	4	3	2	1,2,3,4,5	2	3	1	2	1	3	1	1	1	2,3	1,3	
2	1	1	5	2	1,2,3,	2	3	1,3	2	1,2	3	1	1	1	4	1,3	
3	1	2	3	1	1	3	3	2	2	2	1	1	1	1	1	4	
1	1	1	4	1	2	1	2	1	1	1	1	3	1	1	2	2	
3	1	3	3	1	1,2,3,4,5,6	3	1,3,4	2,3,5	2	1,2	2	1	2	1	1,3	1	
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