



Teaching Spoken English in upper secondary schools

Teaching Spoken English in upper secondary schools (grade 12) in capital of Ghazni province, Afghanistan

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ABSTRACT

During the last three decades of the 1990s the Afghan education system had been hugely changed and nearly destroyed through controversial political situation in Afghanistan. However, in 2001 when new government was established the education system has dramatically changed and improved. Since, the government of Afghanistan is mainly supported by international community and the effect of globalization is also seen in education system of Afghanistan.

So, English language got special attention to be learnt professionally by Afghan students. Therefore, I selected to investigate one of the important skills of language learning (teaching spoken English) because many of the students when they graduate form grade 12 are unable to speak English fluently. In this area my focus is on the methods teachers use for teaching spoken English. To investigate the topic I have selected two data collection tools, questionnaire and classroom observation. Through the questionnaire it can be understood what kind of methods English teachers state that they use for teaching speaking English whereas by classroom observation it can be known what methods teachers actually use.

Main findings of this study indicate that, teachers mostly use role play and group discussion methods for teaching spoken English. Moreover, around half of the teachers use conversation or interview method for teaching spoken English. Findings also show that, teachers use these methods by active involvement of all the students in the learning process. The result of the study shows that, teachers mainly use two methods, role play and group discussion and they involve all students in activities to enhance their speaking skill of English language.

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INTRODUCTION

Background

Education frankly defines as key tool that we should consider it in our whole life, because education let us to bring effective impact on society, science, culture and even economy. Therefore education, as a chief factor of development, diminishes or completely removes poverty in the society through developing talents as well as contributing to establishing stability and well-principled system of government in the society (NESP, 2010). That is why talented activists will assign to undertake responsibility for development of socio-economic and cultural system of the society. Of course, all around the world, education is the right for all members of human beings society including; male and female. Islam has also emphasized extremely on learning and teaching rather than other aspects. For example, there is famous saying of Prophet Mohammad, “seeking knowledge is an obligation for both followers (male and female)” of Islam. So, based on the constitution of Afghanistan education is the right of all Afghan citizens, which shall be provided up to university level, free of charge by the state (Samady, 2007). During the three decades of wars, the system of education was hugely harmed by changing system of education as well as the curricula for schools on basis of attitude for each political system; for example in the reign of the Taliban, subjects of theology were focused more than natural subjects namely science, biology, physic, chemistry, mathematics and even English language, etc (Samady, 2007). The formal education school system was nearly destroyed and only Islamic educations were presented in some places of the country.

Fortunately, afterwards, basic changes have emerged in the field of education with collaboration of international community since the new government authorized in Afghanistan in 2002. In addition, a special attention paid in the field of infrastructure. Ground for school-age boys and some buildings constructed as well.

New methods of teaching introduced in educational institutes, schools’ curricula were re-designed based on international principles, primary education project launched for school-away children as well as capacity-building project with the financial support of World Bank. Similarly, World Bank and international organizations made programs to encourage male and female students to join schools.

As it is well known, speaking is one of the most prominent skills of a language. Language learning is a means of communication amongst human beings; it causes members of human beings to get closer and closer. It contains the four skills of writing, reading, speaking and listening. Gaining these skills enable students to achieve scientific research, especially in learning of English language which is the international one in the world. Much of research and scientific activities have been conducted in this language. Speaking in English has vital effectiveness in development of Afghan student’s daily life, because it qualifies them to find a suitable job. That is why; I would like to conduct research regarding oral deficiency in English classes of upper secondary schools in grade 12.

PROBLEM AREA

As in other parts of Afghanistan, students from Ghazni province educational centres graduate with poor speaking ability in English, which is taught as foreign language in the schools, while they have been studying this subject since fourth class presently. According to my experiences as an English lecturer in the Teacher Training College in Ghazni Province, I identified the following points as those factors which harm speaking skill of students’ English classes; firstly, lack of professional teachers is the chief factor in all schools, even in those located in the capital of the provinces. So far, those who graduated from grade twelve they teach as a teacher, or

those who graduated from teacher training centres whom themselves have trouble in speaking teach in major schools of provinces.

Secondly, limitation of time for this end can be another cause in English classes as well in which slight chance will give students to take parts in the speaking activities. In 45 minutes time teachers only read the new lessons orally and ask some students to read them and then they leave the class with asking “do you have any question?” Students; No. Teachers; Goodbye, see you next time.

Thirdly, methods used in teaching of speaking activities are not in alignment with presently progress of sciences in this regard. Therefore, there is no language lab in all schools if there is; none can apply it for improvement of speaking skills in the English classes. So, the students remain passive and feel themselves unable all their life to gain this skill amongst four skills that a student of English language should have.

Fourth, unfortunately methods of encouragement were slightly applied in general, but in English class in specific. Students consider English as a boring subject and they feel it as a burden they carry on their shoulders. Therefore, to assess this matter scientifically, I have to go through some written experiences as well as common acceptable methods used in the validated schools of the world.

Aims / objectives

The aim of this research is to explore if what methods do teachers use in upper secondary schools (grade 12) in acquiring speaking proficiency in English, also, to find out the factors that teachers consider essential while teaching second language in upper secondary schools in Ghazni province.

Research Questions

1. What are the methods used in teaching of speaking in English classes?
2. What factors do teachers consider as most important during applying speaking English?

LITERATURE REVIEW

SPEAKING

Definition of Speaking

Speaking is defined as an effective means for those students who learn a foreign language as a second for end of communication with other individuals or on the other hand speaking is a way

of successfulness for learner of foreign language so as to make an easy communication with others (Al-Ashri, 2011).

According to Al-Ashri (2011) speaking is one of four skills of language learning that a student would like to achieve at that stage primarily. Meanwhile, speaking is an underdeveloped skill which is gained by foreign language learners through practice opportunities provided them in learning classes for using of his ears and eyes instead of their mouths. “Even worse, speaking is not included in English language tests. Emphasis is generally put on marking individual words, sentences and drilling on mini-dialogues at the neglect of training in longer discourse” (Al-Ashri, 201; p. 4).

Speaking is a qualification of a learner of language learning class for end of communication with others in the daily lives (Brown and Yule, 1983).

Frankly, speaking activity possesses of more significance among skills of language learning. It needs a lot of practice by foreign language learners; of course at least two factors have effective roles in the process of mastering speaking skill:

- a. Students contribution
- b. Language teaching method

Pupils should utilize from the opportunities that they find access to them. They should be active in mastering of skills of speaking activities. According to Al-Ashri (2011) students should be at the core of all activities in speaking class. Moreover, there are a few preventive factors that harm the process of speaking activities in the classes; namely being afraid of making mistakes, being laughed at by her/his friends, lack of confidence on their ability. So, language teachers are obligated to consider the problems in the classes. Teachers should use effective techniques and appropriate speaking materials. Meanwhile, they should create a sound classroom environment in which pupils can attend in all activities freely and independently (ibid.).

Of course, developing speaking is a challenge in all language learning centres. It requires enough practices in the sound class environment in order to achieve aims which stand before the learners of speaking skills. It is more important to express their views and opinions in the daily performance. It guides us toward the path of successfulness as well as development Al-Ashri (2011).

So it is the responsibility of teachers to provide a good atmosphere in the class, make equal opportunity for students to participate in the process of speaking activity without fear, and let them ask their questions freely. All this activity of teachers can promote the students’ self-confidence to share their ideas in the class or in society. With doing this process as a responsibility of teacher, communication among students will be improved that is the appropriate way for students’ success in the true life as well.

Meanwhile, the teaching-learning process not only occurs between teacher and learner but it should be exercised between pupil and pupil as well. In many texts speaking is defined as an activity used by someone to communicate with others. It repeats everywhere and has become part of our daily activities. While a learner speaks, he interacts and uses the language to express his ideas, feelings and thoughts as well as sharing information to others through communication. As mentioned above, in the classroom, teachers must create the situations that can encourage real communication, many activities can be designed to make major element lively. Understanding activities are one of the techniques that can be applied in teaching speaking that is why it is one of potential activities that give students feeling of freedom to express them. It's also potentially useful to encourage them to interact with each other orally (Rudder, 1999 cited in Al-Ashri, 2011).

Micro-skill of speaking

Fluency in speaking when learning a foreign language determines the level of real process of learning. So, words order, stress usages in speaking activities, using of correct forms of words in speaking, consideration of tone in conversation as well as usage of appropriate vocabulary are those elements that should be considered in speaking by students of a foreign language. That is why speaking aims at performance of well communication so as to clearly express their needs within views, opinions and thoughts to others (Lackman, 2011 cited in Al-Ashri, 2011).

As like others, tone plays significant role in communication. Sometimes the tone the speakers use will be affected by audience to whom the speakers are speaking. If the speaker is discussing something with friends, he is likely to use informal conversational tone. If the speaker is giving a talk to a group of thirty pupils, it is likely that the speaker would speak more formally and would raise the pitch and the volume of his voice in order to make sure that what he says reach all his listeners. So, speaking is the productive skill in the oral mode. It is more complicated than it seems at first and involves more than just pronouncing words (ibid.).

SPEAKING ACTIVITIES

Speaking is a basic and very important element of second language learning. The ability to communicate in a second language clearly and well can help the students to be success in school and every other part of his/her life. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided as below.

I. Role Play

Role play is one of the most popular speaking strategies among all speaking activities which are applied in a speaking class.

What Is A Role Play?

Susanti (2007) defines role play comprehensively. She expresses that role defined as the person whom an actor is demonstrating himself or herself in a movie or play while role play itself is a way of acting out a specific way of treatment or pretending to be someone else who deals with new situation. Role play is utilized in courses for training and learning language. Regarding to this she illustrates that whenever one of the learners accepts a role in a play, he/ she plays a part. No matter if it's his or someone else's in specific situation. On the term used in role play and simulation, there are few differences. Some of the terms often used interchangeably are, games, simulation, role play and simulation role play. Therefore, there seem to be agreement; however, simulation conception is a wider concept than role playing. Simulations contain relatively inflexible events and are complicated. On the other hand, role play can be quite simple and somehow brief technique to organize. She also remarks that role play is a part of drama. And she expressed that to cover the drama activities; there are three terms to be mentioned. These three terms are "Mime", "role play", "simulation". She differs these three terms as follow:

Mime

Those who take part in mime, they perform actions without using words.

Role Play

People who attend in role playing, they perform actions or we can say they interact either as themselves or in imaginary situations.

Simulation

As mentioned above, simulations involve role play. However, participants for this activity normally discuss a problem with some setting that has been defined for them.

To facilitate communicative competence Susanti (2007) expresses that both role play and simulation are used in second or foreign language classes while mime is considered as a reasonable game for language learning. As mentioned above, it is performed without using words. So, if someone mimes an action, the others attempt to guess what it is. The other definition for role play is that role play can be any speaking activity when you put yourself into someone else shoes or stay in your own shoes. But you can put yourself into an imaginary situation. When we talk about imaginary people we mean that a student can be a queen, king, instructor or any one that he or she likes.

Types of Role Play

Susanti (2007) speaks about two types of role plays. First scripted role play and the second is unscripted role play. Both types of role plays are described as follow:

A. Scripted Role Play

Such kind of role play involves interpreting either the textbook dialogue or reading any kind of texts in the form of a speech. The only function of the text is to convey the meaning of language items in a memorably way.

B. Unscripted Role Play

Whenever we make a comparison between scripted role play and unscripted role play, Susanti (2007), states that unscripted role play does not depend on textbook. Mostly it is known as a free role play. In this role play learners have the authority to make up their minds by themselves what language to use and how the conversation should be built up. For doing this activity, a perfect and good preparation from both instructor and learners is actually necessary. Therefore, example and the procedures of unscripted role play are as follow:

A villager comes to downtown and has lost his suitcase. He/she is at the police station. The other student is the police officer, and asks for details.

To bring out this idea:

1. The instructor should provide the entire of the class by:
 - a. Discussing what the speakers might say (e.g. the police officer would ask the villager how he lost the suitcase).
 - b. Write prompt on the board to instruct the role play, and key terms.
2. The instructor should separate the class into pairs, and:
 - a. Allow them argue mutually what they will say.
 - b. Let them all try out the role play privately, before calling on one or two pairs to act out in front of the class.

Why Role Play Should Be Used In Speaking Classes?

Krish (2001) explains that role plays, whether they are highly structured or less structured, are significant in communicative approaches because they give learners an opportunity to carry out communicating in dissimilar social contexts and in different social roles. It is role play that develops learners' speaking ability in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most of learners will agree that enjoyment leads to better learning.

A role play is a very flexible learning activity which has a broad scope for difference and imagination. As Tompkins (1998), expresses that role play utilizes a diversity of communicative techniques and builds up fluency in the language, grows interaction in the

classroom and increases motivation. Here, peer learning is encouraged and sharing of liabilities between instructor and the learner in the learning course takes place.

II. Conversation (Interview)

What Is A Conversation?

Oxford Dictionary (8th edition), (2010), defines that conversation is an informal talk that it can involve, two persons or large number of people.

According to Lazaraton (2001) another speaking activity which is emphasized more is conversation. She also says it will not be enough to force learners to generate lots of sentences, but they have to become more “met linguistically” aware of many features of language that they learn in order to become a competent speaker of that language. One of speaking activity which is specially suited to this type of analysis is conversation, which is the most basic oral communication. Regarding to this a conversation assignment can be useful.

One way to move toward this activity Lazaraton (2001) declares is to assign learners to find a native speaker or one of the English instructors, friend or one of his classmates and arrange to tape-record a 20 – 30 minute communication with the people mentioned above. So, the native speaker or others who are mentioned above will play the role of an interviewer and will ask lots of questions from student and the learners may only answer his/her questions or vice versa. Therefore, the instructor should encourage the student before to come up with the question to ask the native speaker. In both cases, the result of this kind of communication will supply a model of spontaneous production from the learners analyze or for the learners analysis. After that, the student can copy the thing he or she recorded and later on can distribute among the other learners to analyze it or find the difficulties or mistakes that he had in his speaking during the interview.

In my opinion instructors should not allow the learners to talk in their mother language when they are talking to instructors in the department or asking for help relating to the lessons. And learners they themselves should talk with their classmates in English in order to enhance their speaking abilities.

Advantages of Conversation

According to Chastain (1998), the main advantage of such kind of conversations are their flexibly. It can be short or long. It can be applied for different levels from beginner to advanced level. It can be used for every kind of topics superficial or profound topics and it can be used as an additional speaking activity as well. Another advantage of conversation (interview) is that it is not too much difficult like other activities for instructor to prepare and organize his class and learners for speaking activities. Such conversation can assist learners to realize that they can speak or communicate with someone else in the foreign or second language. Finally, it can help learners to feel calm in communication activities and increase their confidence to learn a second or foreign language.

III. Information Gap

One of the other ways of increasing speaking ability is information gap which is entertaining as well.

As Kayi (2006) expresses that in brainstorming learners will be working in pairs and one will have the information that other partner will not have. And the partners will share their information among each other. The purposes of information gap activities are different. These purposes can be such as solving problem or collecting information. Also, each partner plays important roles because the task will not be completed if the first one does not provide the information that the other needs.

According to Chastain (1998), in the world out of imaginary world all the population or human beings communicate to each other. The only reason for this can be that there exist

some information gaps between them. There are people who have knowledge about one major language but there are some others that they don't have. Therefore, there should be someone to share that knowledge or information with each other. The one who speaks in little community of population or a writer might be motivated to share what he has in his mind on some subjects or to express his or her emotions regarding that subject. Therefore, those who listen may be interested in either the knowledge or someone else's personal opinion.

He also expresses the current problems in language teaching to develop classroom communication activities in which some sorts of information gap exists. The way in order to solve such kinds of problem is to focus on the knowledge or information that each of the learners poses but the others don't have it. For example most of the learners have made a journey or a travel widely. Therefore, the instructors' duty is to encourage any of the learners who have visited a country or a state in which the English language is spoken. So, the learner should give a report of what he saw there or what he did there. It is also possible for a language instructor to build up the classroom communication activities in which the created information gap exists. For such kind of activity, the instructor can establish the basis for the activity via giving learners various pieces of knowledge or information and ask them for taking part in the communication activity on the basis given information. A good example is the marriage of a university learner one week ahead of her final exam. In this activity, a learner is given a card and telling him that he is university learner. Meanwhile, his close comrade is about to get marry the weekend before her final exam. And he is making an appointment with his instructor to ask her if she may take the final exam a little bit earlier than the fixed time. Another learner is given another card telling her that she is the instructor in the class in which the learners have their final exam on weekend. The rules and regulation of the university forbids taking the final exam ahead of the scheduled time and the learners who would like to take the exam late must petition to the dean for getting permission. Such types of the conversation can be conducted or launched from two various points of view and helps learner to get better their speaking abilities (Chastain, 1998).

Besides considering all of the above activities lesson plan is also for teachers. According to Hattie (2012) planning can be conducted in many ways, but the most effective issue is that the teachers should do their best and prioritize what is important in planning and what are positive in students learning. According to him, teachers should consider four basic tools for planning; the first level is "Levels of performance" which refers to the prior achievement of students. 2. Desired level of students learning which refers to the level of knowledge students should have at the end of a lesson. 3. The rate of student's progress from the start to the end of a learning period. 4. Collaboration of the teacher also critical view on planning, the aim of this critique view is flexibility in teacher plan which if the teacher did not received to the learning goals he/she should revise that. So, teacher should know students' previous achievement; it can help the teacher that how he/she should prepare their new plan. Consequently, start the lesson and gradually launch the plan he/she has prepared previously with himself.

METHODS

According to research approaches; two tools stand for collection of data. Questionnaires and observation form. Questionnaires are filled by those teachers who teach English subject of grade 12. Questionnaire is the most important means for collecting information, because it embodies varieties of queries such as; open type, multiple choices, yes /no questions and etc. They all are used to obtain fact and information about English speaking classes of Ghazni upper secondary schools (grad 12). Since questionnaire do not show what teachers actually do but rather show what people say that they actually do, therefore, in order to have a comparison and meaningful result I benefitted from another research tool, observation. Observation forms are

also used for collecting relevant data as an important structured tool to keep research standard which all parts contain quantitative information. As an example; observation form has already prepared based on specific criteria for usage. One can systematically record all negative and positive points through observing the class (Denscombe, 2010, Cohen et al, 2010).

On the other hand, this fact would be clarified during observation whether the teachers apply appropriate activities in conversation classes or they do their best to pave the ground for interaction activities in the class. This process will help researcher know about the participation rate of students in class activities. Observation will make possible the ground to compare using of methods and performance system of activities in learning class. It will specify those realities reflected in the questionnaire by participants. It would assure researcher to realize that information obtained through the questionnaire is quite valid and legitimate. Comparing teachers' methods and activities would enable researcher to specify those facts during the class that participants stated in the given questionnaires. For this reason, observation form helped me much to do a comparison through information I obtained from questionnaires. Consequently, I encounter with lots of similarities and differences in the researching points which are clearly stated in part of findings.

In order to collect data for my study I have used a structured questionnaire and structured observations. 50 questionnaires were distributed to 50 English teachers who were teaching English subject while 15 classes of those who filled in the questionnaire were randomly observed. Obtaining allowance from the head of an institute as well as informing them of the research purpose constitutes a key point of the research procedure. It is a way to necessarily follow in standard research. (Bell, 2010; Bryman, 2012; Cohen et al. 2010). Getting permission from education directorate and school authorities I delivered information in details to them about the aims of my research. It caused to let me do the research in the targeted schools through distributing questionnaires to teachers and performing observation in the speaking classes of Ghazni upper secondary schools (grade 12). Another issues should be previously done were informing of teachers about the research survey through conducting observation and filling of questionnaires by them. This issue should be clearly described for them that it is a research observation and it is not a test for their evaluation. Meanwhile, it is very important to make them assured that their information will be used in a research for improvement of English teaching methods in all English classes by avoiding from mentioning their names. In this manner, I conducted my research assessment in targeting schools, even for those teachers who were absent I send questionnaire to their homes. There was no pressure upon them to let me know their information (Cohen et al.2010).

Data collection

In September 2014 I started the data collection for this research. Before distributing the questionnaire, I translated the questionnaires into Dari, and I experimentally filled the questionnaire by close collaboration of my colleagues. In this regard, my colleagues extremely helped me, I thank them much. That is why piloting itself is an effective tool for researching process. This process will help researchers to get more confidence of logical relations amongst aims of research and questionnaire items. On the other hand, non-related queries will be identified and removed from the questionnaire, as well as it will help researcher, to clearly describe the questions to research participants (Cohen et al.2010).

Therefore, I prepared 50 ready-made questionnaires for conducting this research in Ghazni downtown, upper secondary schools to be filled by fifty teachers who teach English in grade 12. Out of 50 teachers, 25 are male and 25 are female teachers. In observation, those teachers who completed the questionnaires, fortuitously, 15 classes of them were observed by chance as well. Amongst the classes observed by chance, eight teachers were male and seven were female. As the procedure of the research they were all ensured that their name would be

kept secret and satisfied them to participate in research with no fear, and being honest in sharing their information during research (Cohen et al.2010). Similarly, they were given enough time for completing the questionnaires. At the end, all data were gathered and analyzed in Excel cells. After finding frequency and percentage, several charts and graphs were made for observations and questionnaire, and linked into Word pages wherein separate descriptions were added under each.

Limitations

There were some problems and limitations in the process of researching in the targeted schools for instance; a unique destination for data collection, limitation of time, security and so on. So impact of research will be only upon English classes of one targeted province. It may not be acceptable all over the country (Bryman, 2012). Beside on limitation of time some of questionnaires were distributed by assistants and completed at home. “the presence of the researcher is helpful in that it enables the queries and uncertainties to be addressed to immediately”, (Cohen et al. 2010, p. 404). As we know security in Afghanistan still remains an awkward challenge in most cases and Ghazni province is also not exceptional while conducting a social research project. Bearing this obstacle in mind, In some cases I ought to distribute the questionnaire as a second hand with the help of some people from the related areas while the rest I distributed by myself. Besides that, some of teachers did not consent to be observed while teaching in the class. The reason beyond this may be that, they were shy or they were concerned about what they filled in questionnaire will differ from what they teach. Hence, I convinced them with showing up the aim of the research and enlightening the purpose and design of the project which was not obviously for any sort of examination or evaluation. Moreover, I assured them that, their identity and other activities will be secured and will not be reported to anybody. In a research project, this is called anonymity, which means that, the respondent’s identity is secured and not disclosed (Cohen et al., 2011).

FINDINGS

In accordance to the research which I did, the findings can be classified into the following sections:

- A. Findings based on questionnaire
- B. Findings based on personal structured observation

The first part of the study focuses on data collected through conducting questionnaire as a quantitative tool, which have been done by contribution of English language teachers in post-secondary school, and the second part of the study emphasizes on data collected by personal observation. All the participants who took part for completion of the questionnaire were both male and female teachers of English at Ghazni province downtown high schools, almost 50% male and 50% female. Mostly, they were young in average ages of 26 years old, with almost 5 years teaching experience, while about 64% of both sexes were graduated from 14th grade. In addition, one of the important factors is that; those teachers who take part in completion of questionnaire is that more than half of them were not graduated from English department, while just 42% graduated from English department. Besides that, 15 teachers (8 male and 7 female) who filled the questionnaire observed their classes which in the bellow I will elaborate the major finding from both questionnaire and observation.

Finding based on Questionnaire

Table 1: Available exercise for teaching English speaking

Question	Option	Male%	Female%
What kind of exercise is available for teaching English speaking?	1) Interviewing method	20	4
	2) role play method	4	0
	3) working in pairs	36	40
	4) None	8	24
	5) 1, 2 and 3 is correct	32	32
Total		100	100

In response to question “what kind of exercise is available for teaching English speaking?”, most of the respondents (40% of male and 36% female) selected pair works as an appropriate exercise for teaching speaking in the class. In addition, working in pairs has the second high percentage about 32% for both male and female which is the same. In contrast the lowest percentage 0% related to role play method which female teacher selected while male teachers also have the low percentage (4%). In addition, a few female teachers about 4% selected interviewing method in contrast a great number of teachers (20%) said that interviewing method is available in their classes.

Table 2: Teachers views upon suitability of role play for upper secondary student

Question	Option	Male	Female	Question	Option
Is role play suitable activity for upper secondary students?	1) Yes	92	80	If No, why?	1) Students are not able to participate in role play. (male participants)
	2) No	4	8		2) In role play it is difficult to provide same opportunity for all students. (female participants)
	3) I do not know	4	12		
Total		100	100		

As the above table shows, the response of 92 out 100 percent of male and 80 out of a hundred percent of female teachers to the question of “is role play suitable activity for upper secondary students?” is Yes. However, 4 out of a hundred percent of male and 8 out a hundred percent of female teachers have given the No answer. In addition, 4 percent of male teachers believe that students are not able to attend in role play, and 8 percent of female teachers say that it is difficult to create equal opportunity for all of the students.

It is somehow contradictory result to mention that in Afghanistan due to the fact of the dominance of traditional teaching methods, crowded classes and the lack of professional teachers, most of the teachers benefit from distinguished teaching methods and they rarely use teaching methods like role playing. This is more visible in table 1, where we see that, only 4 out of 100 male teachers and none of the female teachers reported that role-playing is available teaching method. Similarly, if we have a look at Figure 1, nearly half of both male and female teachers did not implement role-playing but if we have a look at table 2, nearly all the teachers reported that it is a suitable teaching method. This was even found here.

On the other hand, as I mentioned in the literature review, acquiring second language in the absence or passiveness of interview and conversation is almost impossible, similar notion did the teachers have and as far as I know, they consented to the importance of interviewing and conversation, Tables 1 and 5 will obviously give a more clearer picture.

Table 3: Opportunities in group discussion

Question	Option	Male	Female
Group discussion gives chance:	1. To all to attend in speaking activities.	84	72
	2. For few students to take part in speaking activities.	0	0
	3. To top student to take part in speaking activities.	8	16
	4. To weak student to take part in speaking activities.	8	12
Total %		100	100

As seen in the above table, the English language teachers expressed their ideas about opportunities in group discussion. 84 out of a hundred male and 72 out a hundred female participants responded that group discussion gives chance to all students participate in speaking activates. Yet, none of the male and female percipients expressed their opinion about few numbers of students' participation. 8 out of a hundred of male and 16 out of a hundred female participants believe that group discussion gives chance only to top students in the class. However, 8 out of a hundred male and 12 out a hundred female participants said that group discussion gives chance to weak students in order to take part in speaking activity.

Table 4: Teacher's responses about usefulness of conversation on speaking qualification

Question	Option	Male	Female
Interviewing (conversation) is a useful method of mastering speaking qualification, because:	1) It can be applicable for different level.	68	64
	2) It is not flexible.	0	8
	3) It is applicable for specific topics.	32	28
Total %		100	100

When the teachers were asked interviewing (conversation) is a useful method of mastering speaking qualification, participants expressed their opinions relating to usefulness of interview (conversation). Majority of the teachers 68% of male and 64% of female said that interview can be applicable for different level of learners in a speaking class but, none of the male participants expressed their ideas about flexibility of interview, while 8 percent of women said that interview is a flexible method of teaching speaking skill. In addition, 32 percent of male and 28 percent of female participants believe that interview can be of use for specific topics.

Table 5: Teacher's views that friendly atmosphere develop students self-confidence

Question	Option	Male	Female
	1) Strongly agree	72	76

Friendly atmosphere develop self-confidence in students' morale.	2) Agree	24	16
	3) Neither, agree nor disagree	4	4
	4) Disagree	0	4
	5) Strongly disagree	0	0
Total %		100	100

When the teachers were asked, friendly atmosphere develop self-confidence in students' morale, majority of teachers (76% female and 72% male) strongly agreed to the statement. In compression, none of the male and female participants showed their strong disagreement. In addition 24 percent of male and 16 percent of female participants only agreed and 4 percent of male and 4 percent of female participants neither agreed nor disagreed.

Table 6: Teachers' responsibility to create sound atmosphere

Question	Option	Male	Female	Question	Option	Respondent	Male	Female
Is it teachers' responsibility to create kind and sound atmosphere in the class?	1) Yes	96	80	If YES, Does it have role in improvement of speaking skills? Please describe.	1) The students participate in all activities without fear.	45	56	44
	2) No	4	20					
Total %		100	100	Total %			100	

In response to the question "is it teachers' responsibility to create kind and sound atmosphere in the class?" majority of the participants (96% male and 80% female) believed that creating kind and sound atmosphere is teacher's responsibility and replied yes, but 4 percent of male participants and 20 percent of female participants answered no. Those who answered yes, (56% male and 44% female) believed that students attend in all activities without any fear and they constitute 71 percent of male and 38 percent of female participants.

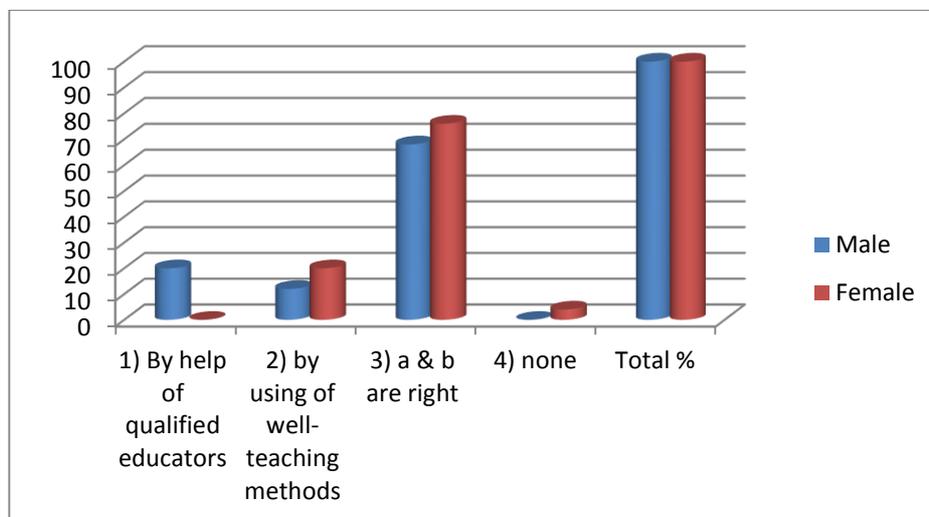


Figure 1: Obtaining well communicated skills in learning second language.

In responses to the question “how can a learner obtain well-communicated skill in learning second language?” participants remarked as follows.

As figure 1 illustrates, a majority of the teachers, about 68 percent of male and 76 percent of female participants, said that well-communicated skill can be obtained by both, help of qualified educators and using of good teaching methods. 20 percent of male participants said that well-communicated skills can be obtained by assist of qualified educators, but female participants had no idea about. Meanwhile, 12 percent of male and 20 percent of female participants believe that well-communicated skills can be obtained by utilizing well-teaching methods.

Finding based on Observation

Table 7: Launching role play in the class

Statement	Option	Male	Female
Teacher gives students roles in play to practice speaking.	1)Not at all	0	43
	2)To some degree	63	57
	3)To high degree	38	0
Total		100	100

In case of “teacher gives students roles in play to practice speaking.” as I observed, more than half (63 % of male and 57 % of female) teachers gave role to their students to practice speaking to some degree. Meanwhile, 43 % of female teachers did not give role to their students for practicing speaking as well. 38 % male teachers gave role to their student to a high degree in order to practice speaking. In comparison to the females, 38% of male teachers indicated that they launched role play in their classes for improving speaking.

Table 8: Priority of the teachers to ashamed students

Statement	Option	Male	Female
Teacher persuades and gives priority to ashamed students in interviewing method.	1)Not at all	63	71
	2)To some degree	13	29
	3)To high degree	25	0
Total		100	100

During observation of the statement “Teacher persuades and gives priority to ashamed students in interviewing method”, majority of the teachers 71 % of female and 63 % of male did not persuade shy students to take part in interview. In contrast, 25% of male teacher completely helped and they give priority to shy students. 29 % of female and 13 % of male teachers somehow made shy students and give them priority for interviewing. In common male teachers showed stronger support for shy students rather than females teachers because majority of female teachers do it not at all, while almost no female teachers gives priority in high degree. Compare to male teachers that has considerable percentage persuades and gives priority to high degree for students.

Table 9: Teachers respecting on students ideas’

Statement	Option	Male	Female
Teacher respects students’ ideas and viewpoints.	1)Not at all	0	14
	2)To some degree	75	43
	3)To high degree	25	43
Total		100	100

While observing to find out the result of the statement “Teacher respects students’ ideas and viewpoints”, most of the male and female teachers 75% and 43% respectively respect the students’ idea to some degree, while female teachers have a more percentage of high degree respect than male teachers (43%), however we can see that almost no male teacher believe on lack of respects about students’ idea when they have viewpoint in the class but 14% of female teachers completely do not respect students viewpoints.

Table 10: Teacher’s principle to encourage students who feel fear to make mistake in speaking

Statement	Option	Male	Female
Teacher considers principles of encouragement for those students who feel afraid to make mistake in speaking.	1)Not at all	63	57
	2)To some degree	38	29
	3)To high degree	0	14
Total		100	100

During observation of the statement “Teacher considers principles of encouragement for those students who feel afraid to make mistake in speaking”, a great number of teachers (63% male and 57% female) did not consider principles of encouragement; while, 38 % of male and 29 % of female teachers somehow considered the principles of encouragement. As well as, most of the despondence that showed not at all is males rather than females but it is so interesting that almost no male consider principles for encouragement for students while, 14% of female in high degree tried to encouraged students.

Table 11: Teacher’s schedule

Statement	Option	Male	Female
Teacher starts activities based on pre-schedule.	1)Not at all	50	43
	2)To some degree	50	57
	3)To high degree	0	0
Total		100	100

In case of observing the statement “Teacher starts activities based on pre-schedule”, 50 % of male and 57 % of female teachers began their activities slightly based on a fixed schedule, While 50 % of male and 43 % of female teachers did not begin their activities according to a pre-schedule. In common female teachers have more emphasize rather than males that they start their activities based on pre-schedule. However it is interesting that neither males nor females do this in a high degree.

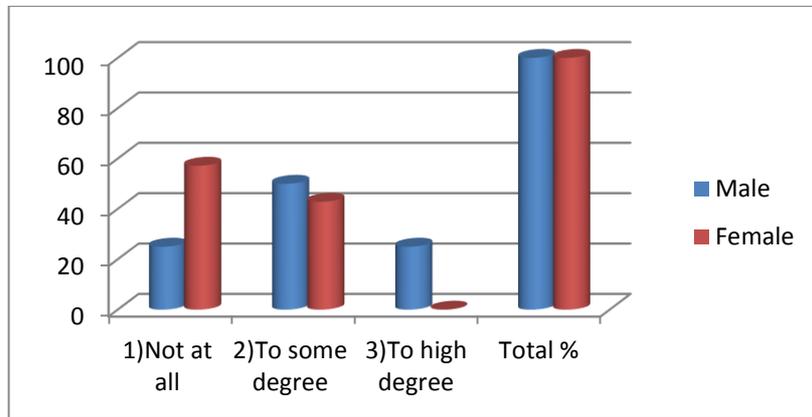


Figure 2: Discussing on a topic

During observation of the statement “Discussing on a topic”, almost 57 % of male and 25 % of female teachers did not apply discussion in their classes; although, 50 % of male and 43 % of female teachers to some degree used discussion. 25 % of male and 0 % of female teachers applied discussion to a high degree. As a result, male teachers applied more discussion on a topic compared to female, because we can see that male teachers have a high percentage when they support this statement.

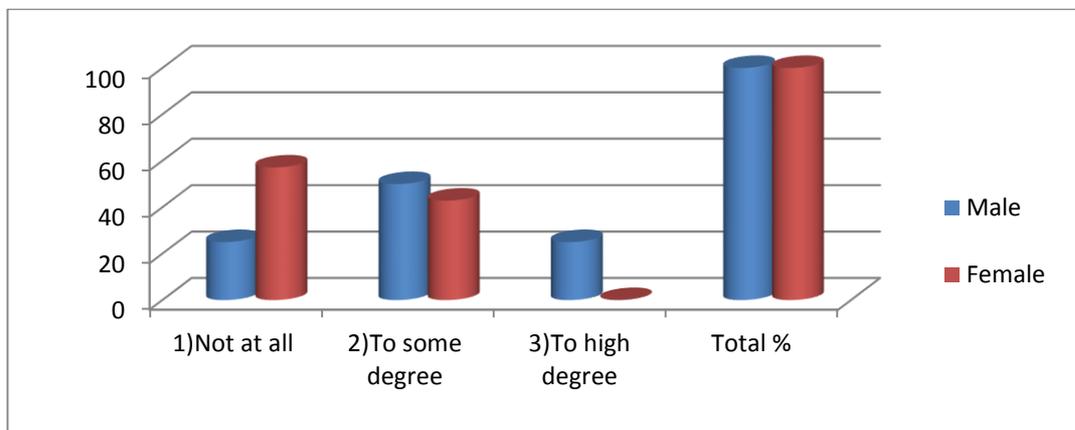


Figure 3: Giving effective feedback after students talk.

Based on the observed statement “Giving effective feedback after students talk”, 25 % of male and 57 % of female teachers did not give effective feedback to the students after their talk. In addition, 50 % of male and 43 % of female teachers gave feedback to some degree to their students. Only 25 % of male teachers gave feedback to a high degree, but none of the female teachers gave feedback to a high degree. In summary, male teachers give more feedback after students talk rather than females, because almost no female giving feedback to high degree while, remarkable of them believed on not giving feedback to students (57%).

DISCUSSION

Use of speaking activities and how teachers conduct in the class

A majority of the teachers said that they used many activities when teaching speaking English language. Some preferred the significance of role play model while some interview and discussion in the class and so on. It was found that in some cases what the teachers said were not implemented in the class practically e.g. the application of discussion and interview in the class. The following paragraphs will provide detailed pictures:

Role Play

Majority of the teachers contented that role play is a suitable activity for upper secondary students. From their responses it was visible that role play is an entertaining method and to a large extent it is interesting for the students. In fact carrying on regularly with constant methods bores the students while sometimes implementing such joyful methods will obviously grasp the attentions of students and will thus lead students to a better learning. Additionally, it involves entire class in the process of learning and this entertainment and joy in the process work as a catalyst and motivation for learning the information offered as a role-play. Krish (2001) also refers to this activity as a fun and stresses on the notion that most of the learners agree that enjoyment leads to a better learning. Similarly, Tompkins (1998) expresses that role play utilizes a diversity of communicative techniques and builds up fluency in the language, grows interaction in the classroom and increases motivation. Conversely, classroom observation indicates that, all male teachers implement role play method in their teaching practices but, only half of the female teachers implemented role play in their teaching practices. It indicates that, male teachers implement what they answered in questionnaire but, female teachers do not. It implies that, female teachers might not be interested in such a joyful activity like role play. Female teachers in Afghan society always consider formalities in their teaching practices and they show their selves to be more respectable. So, they do not involve their selves in any type of activity for students learning.

Group discussion

About the group discussion in the class nearly all the female and male participants responded that it gives chance to all the students participate in speaking activates. It is seen in most cases which is good that students interact because during discussion they will have to think of suitable words usage, linking those words and more importantly combining those words which cause students to improve even their thinking and critical thinking ability, though it is a bit time consuming. As Lazaraton (2001) suggested discussion is a very good oral tool to enhance second language speaking capability but also argues that it will not be enough to force learners to generate lots of sentences, but they have to be aware of many features of language that they learn in order to become a competent speaker of that language. Nowadays group-work activity is becoming the buzzword in Afghan education system. Many of the teachers participated in methodological workshops where they learn about new methods to be used in teaching. So, nearly all teachers are aware of and heard about group work. However, this finding was to some extent contradictory when comparing to the observation where it was seen that in crowded Afghan schools only bright students involve the process of discussion while the rest only listen. Additionally, the teachers acted as they used to arrange group discussion but it seemed to be opposite and it was evident when looking at the student's attitude before group discussion. The students were less familiar with the portions and necessities of group discussion e.g. the students' division into groups, the nomination of groups, and the representation and so on.

Appropriate exercise

Nearly half of both male and female teachers of the total teachers selected pair works as an appropriate exercise for teaching speaking in the class. Under information gap title, Chastain (1998) and Kayi (2006) agree and argue that in this world there is a huge need for sharing information between individuals because in most cases people need information about things which they think someone else knows better about and in some cases he/she can help others to deliver the information about distinguished things. As a striking fact, crowded classes and less amount of time which distinguished as a period in Afghan schools remains a problem and pair work still suits better to assess whether the instructor is successful in getting the convincing results because in each pair one student definitely will talk and in some pairs both may have shared and consulted regarding the issue which means that more than half of the class and nearly all the students have contributed in the learning. It was found that discussion on a topic was launched but maybe not regularly. The fact beyond this is that (as mentioned above) the teachers tried to launch conversation but due to the lack of distinguished time as a period and crowded classes. Similarly, as I have also experienced, the teachers could encounter a problem of not finishing the textbooks till the end of the year if they consume most of the time in only discussion. 57 male and 24 female did not committed to launch discussion.

Obtaining well communicated skills

A majority of male and female participants reported that well-communicated skill can be obtain by both, help of qualified educators and the use of appropriate teaching methods. 1/5 of the male teachers precisely said that well-communicated skills can be obtained by assistance of qualified educators, but female participants had no idea about it. The reason might be that mostly in Afghanistan women keep isolated and they hardly keep in touch with male educators. Additionally, the essence of skilled educators and use of effective methods is very significant in obtaining well communicated skills among students since they complement each other because a good educator will obviously benefit from good methods. That's why Lazaraton (2001) stresses on the appropriate methods usage e.g. the use of tape recorder or finding his/her native speaker colleague or may being acting like an interviewer and answerers which is an example of selection of suitable teaching regarding speaking the English language.

Importance and application of interview

More than 50% of male and female teachers said that interview can be applicable for different level of learners in a speaking class. It gives chance to every student to participate and it's not a difficult or time consuming task either. In most cases in Afghan schools students themselves suggest for conversation since they might have known this importance in private English courses where there are distinguished conversation classes for learning English language and majority of the students attend private courses to facilitate their English learning at schools. As an advantage of interview Chastain (1998) argues that conversation (interview) is not too much difficult like other activities to prepare and organize for speaking activities. Conversations can help learners to realize that they can speak or communicate with someone else in the foreign or second language. He further stated that interview to a large extent help learners to feel calm in communication activities and increase their confidence to learn a second or foreign language. Though teachers perceive it applicable the findings and observations show that nearly half of male and female teachers did not apply discussion in their classes. Probably the reason beyond this can be crowded classes, weak level of ability of students in English language and also the less amount of time distinguished as a period which is prevalent issues in Afghan schools.

Developing students' self-confidence and shy students' involvement

Nearly all the respondents believed that creating kind and sound atmosphere is teacher's responsibility and creating friendly atmosphere obviously develop self-confidence in students and that's the only tool which can remove the fear of re-asking or re-forming the mistakes he/she has previously made. In addition to this, unlike a teacher-centered approach it is quite effective to visualize the students the basic of the learning process and let students show most of their own thoughts and involve the process more than the teacher. On the same regard Al-Ashri (2011) also argues and suggests that teachers must only control the class and perform as a coach but students should be the core of learning. He further stated that there are few preventive factors that harm the process of speaking activities in the classes; namely being afraid of making mistakes, being laughed at by her/his friends, lack of confidence on their ability. Probably, therefore it was found that nearly all the teachers respected the students' ideas and did not let the class devalue the ideas of any students. Both Kaplan (2001) and Rudder (1999) also stress the responsibility of teachers as class facilitators and persuading students for contributions

It was found from classroom observation that nearly all the teachers did not persuade shy student to the interview and more than half of male and female teachers did not consider principals of encouragement. The teacher may lift some burden of creating friendly and free environment where students without any fear adorably contribute to the discussion. On this regard Al-Ashri (2011) also suggests that teachers should create a sound classroom environment in which pupils can attend in all activities freely and independently. But, during observation I found it quite difficult to appropriately pick out the shy students from crowded classes and this might be the reason that the teachers did not persuade shy students for interview or conversations (as seen in table 7, where 2/3 of the male and female teachers did not persuade students). Meanwhile, students should be at the core of all activities in speaking class. Though, there are few preventive factors that harm the process of speaking activities in the classes; namely being afraid of making mistakes, being laughed at by her/his friends, lack of confidence on their ability. So, language teachers are obligated to consider the problems in the classes. Teachers should use effective techniques and appropriate speaking materials (ibid.).

Pre-schedule

Based on my observation, around half of male and of female teachers began their activities slightly based on a fixed schedule. While, similar number of teachers did not begin their activities according to a pre-schedule. As is pointed out by Hattie (2012), lesson plan or pre-schedule is very important for teacher to have. If pre-schedule includes both students' level of education and activities that students perform in the classroom, it will enhance students' learning. Though it is important as well as to some extent obligatory to have pre-schedule and start lesson based on pre-schedule but, still half of all the teachers do not consider pre-schedule in their teaching. It might be some teachers are not interested, because preparing plan for 36 lesson session takes too much time. As far my point of view, another reason beyond this story might be the fact that, in instable and unsecured provinces such as Ghazni, inspectors from capital feel problems with inspections on this regard and they rarely visit Ghazni for assessment. So, this fact makes teachers neglect the rules and carry on with fixed schedule rather than pre-schedule.

CONCLUSION

To conclude, English teachers use different methods to teach spoken English. Mostly used methods, according to the questionnaire, among Afghan English teachers in Ghazni

province are working in pair and group discussion. Although, majority of the participants reported that role-playing is a suitable teaching method. However, interview method is used by around half of all the teachers. Male and female teachers have almost same views about using mentioned methods to be implemented in their teaching practices but, findings of this study indicate that female teachers are not similar in their view about role play method and real practices of role play method.

Based on my observations, teachers implement these methods in line with the way they have to be used. For example, they involve all the students in activities. Furthermore, teachers implement these methods by active involvement of all the students. They consider involving shamed students also in learning process of English speaking by implementing these methods.

Finally, since this study took place in partly some unsecured areas of Ghazni province, therefore, the result of this study which is respectively about teaching of speaking in English classes should not be generalized to a national level or any other province of Afghanistan and it may not be applicable in other places in Afghanistan. I suggest there should take more research to draw conclusions and make decisions about the appropriate outcomes of the mentioned research topic.

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ANNEXES

Esteemed teacher, greetings to you

This questionnaire constitutes my research work for two-year master program launched by Karlstad University in Sweden, for development of teacher educator. This questionnaire is to gather your viewpoints in connection with those obstacles stand before students of English speaking class of upper secondary schools based in Ghazni province. So, your cooperation in this regard really means that you attend in development of English speaking skill in schools through attaching your exact information in this questionnaire.

Previously, I express my deep gratefulness for your participation in this process. It doesn't mean that you only help me in gathering of data for my research work, but it witnesses of your active presence in improvement of education by spending at least 15 minutes of your time.

This questionnaire includes two parts:

1. General information on interviewer (age, sex, education, working experiences and so on).
2. Queries (This part talks about obstacles stand before students of English class with four-choice answers, yes/no answers as well as narratives).

Thanks for your cooperation,

QUESTIONNAIRE FOR ENGLISH SPEAKING TEACHING EDUCATORS

Teacher background

Sex: male female

Age: years.

Highest level of education:

- a) Under 12 b)12 grade c)14 grade d) BA e) Master

Field of study:

Teaching experience: years.

- 1) How many students are in your classroom?students.
- 2) Have you used role play in teaching speaking class so far?
 - a) Yes b) No
- 3) If YES, please specify:

- 4) Role play is a method of:
 - a) expressing their views b) well- developing speaking skills c) acting two or three persons for unknown aims d) I do not know
- 5) Is there difference between role play and simulation?
 - a) Yes b) No c) I do not know
- 6) If YES ,Please clarify:

- 7) Role play gives students:
 - a) Enough chance for practice. b) Less chance for practice. c) Does not give chance. d) I do not know.
- 8) What is your opinion about time (45) scheduled for English class?
 - a) It is enough b) It is less. c) It requires more time than what scheduled.
- 9) Do you think limitation of time have negative impact in teaching English speaking?
 - a) Yes b) No
- 10) If YES, please make clear.

- -----
11) How many students attend speaking activities in your English class by percentage?
a) Less than ten % b) 10-30% c) 30-50% d) more than 50%
- 12) If it is less than 10%, why? Please describe:

- 13) Effective way of mastering English speaking skills depends on:
a) Usage of method in teaching. b) Appropriate teaching plan c) Usage of effective method along with enough time. d) More students' exercise.
- 14) In your viewpoint, a learner of English speaking class should be:
a) Greatly encouraged. c) Slightly encouraged. b) Not be encouraged.
- 15) Is there language lab in your school?
a) Yes b) No
- 16) If YES, Can you tell us its impact on developing speaking skill?

- 17) Listening skill in speaking activities is important:
a) Strongly agree b) Agree c) Neither agree nor disagree d) Disagree e) Strongly disagree
- 18) Is there listening facilities in your school?
a) Yes b) No
- 19) If YES, please clarify.

- 20) What kind of exercise is available for teaching English speaking?
a) Interviewing method b) role play method c) working in pairs d) None e) a, b and c is correct
- 21) Are these exercises adequate for developing speaking skills?
a) Yes b) No c) I don't know
- 22) If NO, what is your choice?

- 23) What do you think of the following is the main problem in teaching speaking?
a) Lack of qualified educators. b) Lack of language lab. c) Limitation of time and textbook.
d) Any other, specify here
- 24) Is role play suitable activity for secondary students?
a) Yes b) No c) I do not know
- 25) If NO, why?

- 26) Do students participate in speaking activities?
a) Yes b) no
- 27) If NO, why? Please attach the factors here.

- 28) Is there specific time for speaking exercises in English class?
a) Yes b) no
- 29) If NO, why? Would you mind adding its causes?

30) Group discussion gives chance:

- a. To all to attend in speaking activities.
- b. To few students to take part in speaking activities.
- c. To top student to take part in speaking activities.
- d. To weak student to take part in speaking activities.

31) In the process of mastering speaking skills students' contribution is important:

- a) Strongly agree b) Agree c) Neither, agree nor disagree d) Disagree e) Strongly disagree

32) Are students afraid of making mistake during speaking activity?

- a) Yes b) No

33) If YES, How can one remove this deficiency?

34) Is it teachers' responsibility to create kind and sound atmosphere in the class?

- a) Yes b) No

35) If YES, Does it have role in improvement of speaking skills? Please describe.

36) Friendly atmosphere develop self-confidence in students' morale.

- a) Strongly agree b) Agree c) Neither, agree nor disagree d) Disagree e) Strongly disagree

37) Speaking learners should consider tone of voice in speaking, because:

- a) It affects words pronunciation. b) It does not affect words pronunciation. c) It clarifies meaning of the sentences. d) a & c are correct.

38) Why do we use role play in English speaking class?

- a) Because students feel themselves b) because it help students not interact c) It is a means of enjoyment that leads students to better learning d) a & c are correct e) I do not know.

39) How can a learner obtain well-communicated skill in learning of second language?

- a) By help of qualified educators b) by using of well- teaching methods c) a & b are right d) none

40) Information gap induce students to take part in speaking activities.

- a) Right know b) wrong d) I am doubtful c) I don't know

41) Interviewing (conversation) is a useful method of mastering speaking qualification, because:

- a) It can be applicable for different level. b) It is not flexible. c) It uses for specific topics.

Thanks from your collaboration

استاد نهایت گرامی!

پرسشنامه هذا قرار است به وسیله شما خانه پوری گردد، کار تحقیق بنده برای برنامه ماستری است که از طرف پوهنتون کارلستاد کشور سویدن به نشانه رشد ظرفیت معلمین راه اندازی شده است. هدف آن گرد آوری معلومات و نظریات شما در باره مشکلات موجود که سر راه شاگردان صنوف لسان انگلیسی دوره ثانوی مکاتب غزنی قرار دارد، می باشد. بناء همکاری شما در این زمینه به معنایی سهیم شدن در انکشاف مهارت محاوره یی لسان انگلیسی در مکاتب غزنی خواهد بود. روی این ملحوظ بنده از شرکت شما در این روند قبلا ابراز سپاس گذاری می نمایم. البته این به آن مفهوم نیست که شما تنها در جهت جمع آوری اطلاعات مرا در کار تحقیق کمک می نماید بلکه با صرف نمودن حد اقل 15 دقیقه از وقت تان حضور خویش را در رشد و انکشاف تعلیم و تربیه در این ولایت ثابت می سازید.

این پرسشنامه شامل دو بخش ذیل است:

1. معلومات عمومی در باره مصاحبه شونده چون سن، جنس، درجه تحصیل، تجربه کاری و ... است.
2. پرسش ها (این بخش مشکلات که سر راه شاگردان زبان انگلیسی صنوف ثانوی مکاتب ولایت غزنی قرار دارد همراه با سوالات چهار جوابه، بلی و نخیر و همچنان تشریحی مورد بحث قرار میدهد).

با احترام
خسرو " رسا "
استاد تربیه معلم ولایت غزنی

پرسشنامه برای معلمین مضمون زبان انگلیسی:

پیشینه معلم

جنسیت:

○ ذکور ○ اناث

سن:..... ساله

درجه تحصیل:

الف: پایین 12 ب: صنف 12 ج: فارغ 14 د: لسانس ه: ماستر (فوق لسانس)

رشته تحصیل:.....

تجربه تدریس:..... سال

1. لطفا معلومات دهید چند شاگرد در صنف تان وجود دارد؟..... شاگرد
2. آیا تا هنوز از میتود رول پلی در صنف تان استفاده نموده اید؟

الف: بلی ب: نخیر

3. اگر جواب تان بلی است لطفا دلیل آنرا توضیح دهید:

.....
.....

4. رول پلی میتودی است که:

الف: دیدگاههای تان را بیان میکند ب: مهارت گفتار را بهبود می بخشد
ج: دو و یا سه شخص برای اهداف نا مشخص آن را اجرا می کند د: نمیدانم

5. آیا تفاوت بین رول پلی (اجرای عمل به طور متقابل) و سیمیلیشن (اجرای عمل به طور شبه سازی) وجود دارد

الف: بلی ب: نخیر ج: نمیدانم

6. اگر جواب مثبت است لطفا توضیح سازید.

.....
.....

7. رول پلی به شاگردان:

الف: فرصت بیشتر تمرین میدهد. ب: فرصت کمتر میدهد.

ج: فرصت نمیدهد.

د: میدانم

8. نظر تان در مورد مدت ساعت درسی (45) دقیقه برای صنف زبان انگلیسی چیست؟

الف: وقت کافی است ب: وقت کم است ج: نیاز به وقت بیشتر میباشد

9. آیا فکر میکنید محدودیت زمانی تاثیر منفی در تدریس محاوره دارد؟

الف: بلی ب: نخیر

10. اگر جواب مثبت است لطف نموده واضح سازید

11. به اساس فیصدی به چی تعداد شاگردان در فعالیت های محاوره در صنف سهم می گیرند:

الف: کمتر از 10 % ب: 10-30 % ج: 30-50 % د: بیشتر از 50 %

12. اگر جواب کمتر از 10 % است ، علت آن چیست؟

13. شیوه موثر فراگیری مهارت گفتار در زبان انگلیسی مربوط به :

الف: استفاده از میتود در تدریس است ب: پلان تدریس مناسب است

ج: استفاده از میتود موثر همراه با زمان کافی است د: زمینه تمرین بیشتر برای شاگردان است

14. به نظر شما یک دانش آموز صنف زبان انگلیسی باید:

الف: بیشتر تشویق شود ب: کمتر تشویق شود ج: تشویق نشود

15. آیا در مکتب شما لابراتور زبان موجود است.

الف: بلی ب: نخیر

16. اگر جواب مثبت است، میتوانید در مورد تاثیر آن در جهت بهبود مهارت گفتار زبان توضیح دهید.

17. داشتن مهارت شنوایی در فعالیت های گفتار مهم است.

الف: کاملاً موافقم ب: موافقم ت: نه موافق و نه مخالفم ث: مخالفم ج: کاملاً مخالفم

18. آیا سهولت های جهت تدریس مهارت شنوایی در مکتب تان وجود دارد؟

الف: بلی ب: نخیر

19. اگر جواب مثبت است لطفاً واضح سازید.

20. چی نوع تمرینات جهت تدریس مهارت گفتار زبان انگلیسی در مکتب شما میسر می باشد.

الف: مصاحبه ب: رول پلی ج: کار جوهره بی د: هیچکدام ه: الف ب و ج درست است

21. آیا این تمرین ها برای کسب مهارت گفتار کافی است؟

الف: بلی ب: نخیر د: میدانم

22. اگر جواب منفی است. گزینه شما چیست؟

23. چه فکر می کنید که کدام از مشکلات ذیل عمده می باشد؟

الف: عدم موجودیت اساتید شایسته ب: عدم موجودیت لابراتوار زبان

د: محدودیت زمان و کتاب درسی ج: اگر گزینه دیگر است لطفاً مشخص سازید.

24. آیا رول پلی فعالیت مناسب برای متعلمین دوره ثانوی است؟

الف: بلی ب: نخیر ج: میدانم

25. اگر جواب نه است، چرا؟

26. آیا شاگردان در محاوره ها سهم می گیرند؟

الف: بلی
ب: نخیر
27. اگر جواب نه است، چرا؟ لطفا عوامل آنرا ضمیمه نمایید.

28. آیا زمان برای تمرین مهارت گفتار در صنف زبان انگلیسی مشخص است؟

الف: بلی
ب: نخیر
29. اگر جواب نه است، چرا؟ ممکن است علت آنرا علاوه نمایید؟

30. مباحثه گروهی فرصت میدهد به:

الف: همه شاگردان تا در فعالیت های گفتاری سهیم شوند.
ب: تعداد کمی شاگردان تا در فعالیت های گفتاری سهیم شوند.
ج: شاگردان برتر تا در فعالیت های گفتاری سهیم شوند.
د: شاگردان ضعیف تا در فعالیت های گفتاری سهیم شوند.

31. سهم گیری شاگردان در روند فراگیری مهارت گفتار مهم است.

الف: کاملاً موافقم. ب: موافقم. ج: نه موافق نه هم مخالفم. د: مخالفم. ه: کاملاً مخالفم.

32. آیا شاگردان از غلطی کردن در جریان گفتار بیم دارند؟

الف: بلی
ب: نخیر
33. اگر جواب بلی است چگونه میتوان این کاستی را از بین برد؟ لطفاً مشخص سازد.

34. آیا ایجاد فضای صمیمی در صنف مسسوولیت معلم است؟

الف: بلی
ب: نخیر
35. اگر بلی، آیا چنین فضا نقش در بهبود مهارت گفتار دارد؟ لطفاً شرح دهید.

36. فضا صمیمانه صنف باعث بهبود اعتماد به نفس در روان شاگردان میشود.

الف: کاملاً موافقم. ب: موافقم. ج: نه موافق و نه مخالفم. د: مخالفم. ه: کاملاً مخالفم

37. آهنگ آواز (voice tone) در گفتار برای شاگردان مهم است، زیرا آواز

الف: تاثیر در ادا کلمات دارد. ب: تاثیر در ادا کلمات ندارد. ج: معنی جمله را واضح میسازد.
د: الف و ج درست هستند.

38. چرا رول پلی در صنف محاوره زبان انگلیسی استفاده می گردد؟

الف: بخاطریکه شاگردان خود را آزاد احساس کنند. ب: بخاطریکه شاگردان را از عمل متقابله باز میدارد.
ج: بخاطریکه وسیله تفریحی است؛ شاگردان را بسوی آموزش بهتر سوق میدهد. د: الف و ج درست است. ه: نمیدانم.

39. چگونه دانش آموز می تواند مهارت خوب گفتاری را در آموزش زبان دوم فرا گیرد؟

الف: با کمک اساتید شایسته. ب: با استفاده از شیوه بهتر تدریس. ج: الف و ب درست هستند
د: هیچکدام

40. خلای معلومات (Information gap) شاگردان را در اشتراک فعالیت ها محاوره یی وادار می سازد.

الف: درست است. ب: اشتباه است. ج: نمیدانم. د: مشکوک هستم.

41. مصاحبه (کفتگو) یک شیوه مفید جهت فرا گیری مهارت های گفتاری میباشد، زیرا:

ب: قابل تغییر نیست.

الف: میتواند برای سطوح مختلف قابل تطبیق باشد.
ج: برای موضوعات خاص بکار برده میشود.

از همکاری تان سپاس

Teacher background

Sex: male female

Age: years

Level of education:

b) Under 12 b)12 grade c)14 grade d) BA e) Master

Field of study:

Teaching experience: year.

No	Items that has to be observed in the class	Comments	Not at all	To some degree	To high degree
1	Teacher review the previous lesson.				
2	Teacher explains relations between previous and new lessons.				
3	Teacher specifies the main goal of new lesson.				
4	Teacher checks students' homework and gives them feedback.				
5	Teacher has lesson plan.				
6	Teacher sheds light on importance of role play before performance.				
7	Students take part interestingly in role play performance.				
8	All students have equal chance in role play.				
9	Interviewing method provides students with more chance for English speaking practice.				
10	Teacher persuades and gives priority to ashamed students in interviewing method.				
11	Teacher respects students' ideas and viewpoints.				
12	Students freely express their ideas.				
13	All students practice speaking in a grouping work.				
14	Teacher considers principles of encouragement for those students who feel afraid to make mistake in speaking.				
15	Method of information gap is used in the class.				
16	Teacher starts activities based on pre-schedule.				
17	Teacher tries to create a friendly atmosphere through greeting with students at the beginning.				
18	Teacher himself speaks English.				
19	Teacher uses type or CD to promote the listening skills.				
20	Teacher urges student to take part in conversation.				
21	Teacher gives students roles in play to practice speaking.				
22	Students is also given chance to hear from others.				
23	I feel, students are willing to exercise speaking in pairs.				
24	Teacher urges students to consider tone of voice during speaking English.				
25	Discussing on a topics.				
26	Giving effective feedback after students talk.				
27	The class atmosphere is friendly.				

28	Teacher provides his/her lesson according to student's ability.				
29	Students' take part in class activities.				
30	Powering self-confidence among students.				