

PART TWO: ANALYSIS OF THE EXISTING SITUATIONS IN MALAGASY LYCEES

As we could notice, the first part of this present study is devoted to the theoretical study of the development of the speaking skill whereas the second part will be more practical; that is, the study of the information collected through questionnaires and the study about the realities in class through classroom observations. In fact, these two methodologies were mainly meant to provide us with information about how teachers of English develop their learners' speaking skill; especially, how they use fun activities in developing learners' speaking skill. Actually, although there are many ways to collect data, we have decided to resort to questionnaires and classroom observations.

However, because of financial problems and time constraints, we could only work with some English teachers from public and private lycées in Antananarivo, Antsirabe, and Mahajanga. Thus, this part is divided into two parts. The first subpart is about the analysis of the data collected through the questionnaires and the second subpart is about the classroom observations.

2-1 QUESTIONNAIRE

Now we are going to see how we dealt with the questionnaires and the problems that we had to face when distributing them.

2-1-1 Distribution and problems encountered

As we have already mentioned, we have chosen questionnaires as a means to collect information from both teachers and students. Although we would have liked to have much information from different provinces of Madagascar, we could only dispatch questionnaires to some of the state and private lycées in Tana, Antsirabe and Mahajanga.

In fact, we gave two alternatives to teachers and students to answer the questionnaires. First, we asked the teachers to give their students time to answer the questionnaires as they answered theirs. Second, we left the questionnaire to the teacher and collected them during the next class.

The first alternative is more convenient as it was easy to have the completed questionnaire back immediately. Some teachers and students, however, did not follow the instruction and answered it as they liked; especially, when they were asked to rank their answers. Instead, they just put a tick or a cross on the square. For the second alternative, both teachers and students had time to think and to understand more the questions. Consequently,

they could answer them correctly; that is, according to the instructions. However, when collecting the questionnaires, some teachers and students forgot their questionnaire sheets at their home and some students did not fill them at all.

It is worth mentioning that even if the use of questionnaires presented some drawbacks we can say that it is the easiest and the most practical way to gather information. Moreover, we can say that we had all necessary information by using this method.

2-1-2 Analysis of the data collected through the questionnaire

In the questionnaires, the teachers and the students were asked to put a tick, to cross, or to rank, and in some questions they can add additional answer(s) when needed.

We tried to share as many questionnaires as possible in order to have an objective result for the fulfillment of this present study about the teaching of speaking in Malagasy lycées (Private and public schools).

The following chart will show us the number of the questionnaires distributed, returned, and also the locations where they were distributed. It is worth mentioning that our questionnaires consist of two sections: questionnaire for teachers and questionnaire for students. We are going to look at them as follows:

Questionnaire distributed to teachers

Names of the school	Location	Number of questionnaires distributed	Number of questionnaires returned
Lycée Moderne Ampefiloha	Ampefiloha	9	5
Lycée Nanisana	Nanisana	6	2
Ideal school	Ambohidahy (Ankadindramamy)	1	1
Lycée André RESAMPA	Antsirabe	4	3
Lycée Saint Joseph	Antsirabe	2	1
Lycée Privée Gallo Junior	Antsirabe	1	1
Lycée Ambohimangakely	Ambohimangakely	2	1
Lycée Andoharanofotsy	Andoharanofotsy	2	1
Lycée Ambohimanambola	Ambohimanambola	2	1
Lycée Alasora	Alasora	2	2
Lycée Antanimalandy Highschool	Mahajanga	2	1
Lycée Saint Joseph Belobaka	Mahajanga II	2	1
Total		35	20

Chart 1 : Numbers of questionnaire distributed (Teachers/Students)

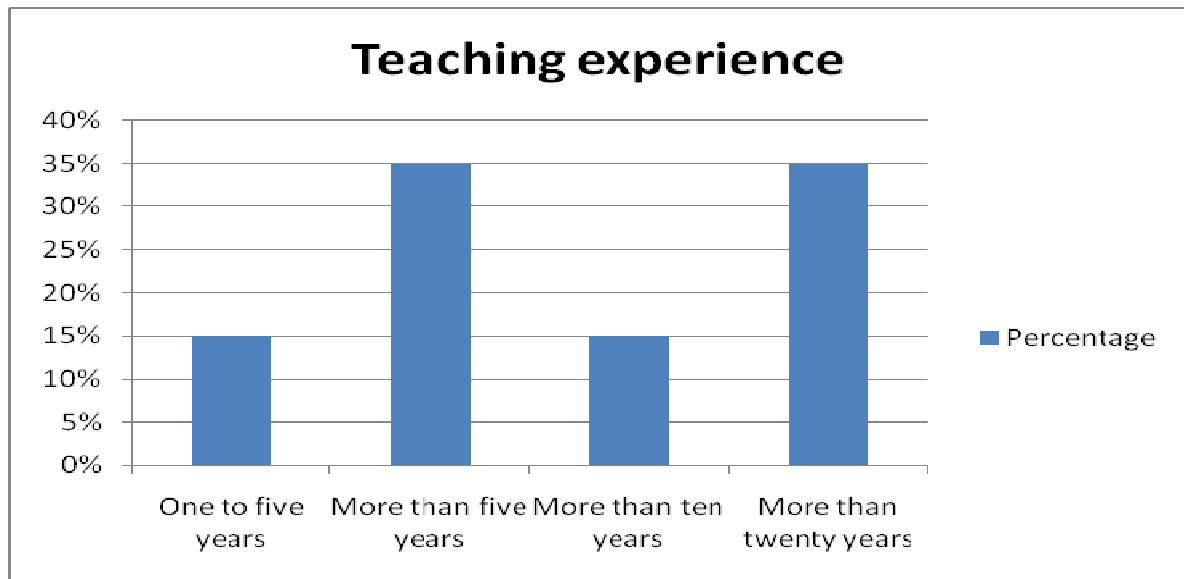
The chart shows that thirty five (35) questionnaire for teachers were shared and only twenty of them were returned. In other words, fifty seven percent (57%) of the questionnaire were back. The questionnaire consists of sixteen (16) questions. We are going to see all the results of the questionnaire in details. Some of them will be presented by diagram or/and they will be followed by comments.

Question n°1 : *How long have you been teaching?*

- ☐ One to five years ☐ More than five years
☐ More than ten years ☐ More than twenty years

The question n°1 is designed to discover how long the informants have been teaching English.

The diagram below will show us the percentage.



Graph 1

As we could see from the diagram, among twenty (20) teachers, only three (3) of them have been teaching between one to five years; that is, fifteen percent (15%) of the teachers. Seven (7) of them have been teaching for more than five years; it means that thirty five percent (35%) of the participants. Other three (3) informants have been teaching for more than ten years; that shows fifteen percent (15%) and seven (7) of the teachers have been teaching for more than twenty years and that represents thirty five percent (35%) of the teachers.

Question n°2 : Which teaching qualification(s) do you have? (Tick in the corresponding answer)

- | | |
|---|--|
| <input type="checkbox"/> High School Graduation | <input type="checkbox"/> License Bachelor Degree |
| <input type="checkbox"/> Maitrise | <input type="checkbox"/> CAPEN |

This question is asked because a teacher who has one degree has different ways of teaching or views of teaching from a teacher having another degree. For example, a teacher who possesses Maitrise is different from the teacher who has a CAPEN degree.

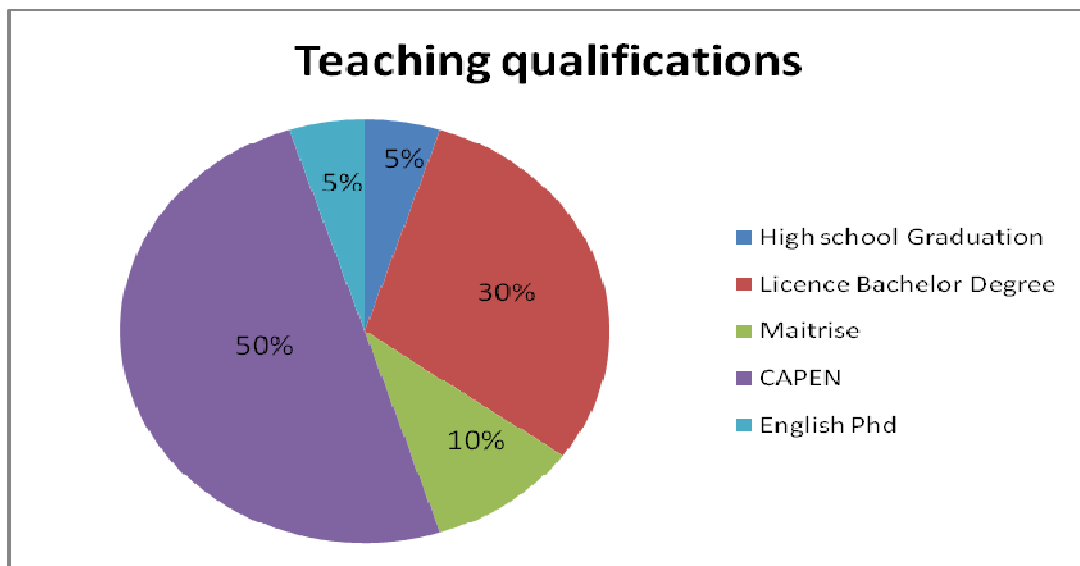


Diagram 1

The result shown on the diagram shows that among the twenty (20) teachers who answered the questionnaire, only one (1) of them has high school graduation; that is, five percent (5%) of the teachers, six (6) of them have Licence Bachelor; that is, thirty percent (30%) of the participants, two (2) of them have Maitrise and that means ten percent (10%) of the informants, and half of the teachers (10) have CAPEN ;that is, fifty percent (50%) of the teachers. Then, as the teachers were allowed to give other answer if their qualification was not included in the four options, one (1) of them answered that he has got an English Phd ; that is, five percent (5%) of the teachers .

Question n°3 : *Why do you teach?*

☐ Pleasure ☐ Vocation ☐ Money

The teacher's answer(s) shows us their motivation to teach.

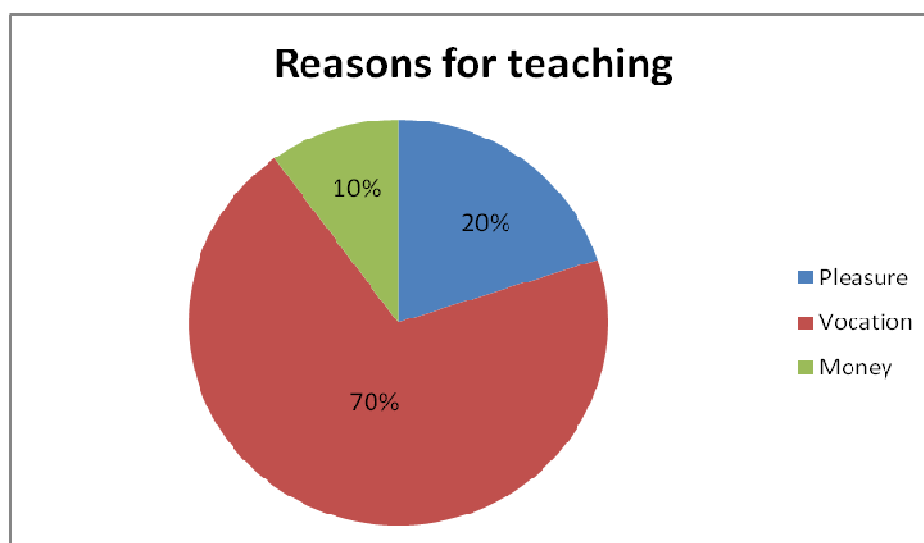


Diagram 2

Apart from teachers' qualifications, we also think that it is important to know about the teachers' motivation to teach as it may reflect their quality of teaching. As we could see from the diagram, twenty percent (20%); that is, four (4) of the teachers teach for pleasure, seventy percent (70%) perform their work as it is a vocation; that is, fourteen out of twenty teachers (14/20), and only ten percent (10%) of the teachers teach for money; that is, two (2) of the teachers.

Question n°4 : *Do you teach speaking to your students?*

☐ Yes ☐ No

This question is asked so as to discover whether the teachers of English develop their students' speaking skill or not.

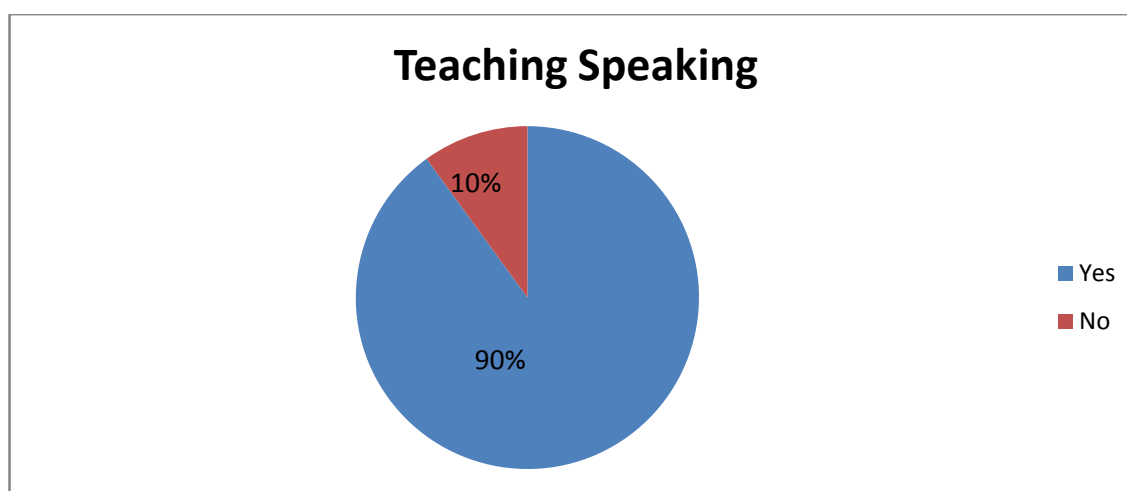


Diagram 3

From the answer given by the teachers, we could see that eighteen (18) of them; that is, ninety percent (90%) said that they teach speaking and two (2) of them answered that they do not teach speaking; that is, ten percent (10%) of the teachers.

Question n° 5 : *If yes, which of these speaking activities do you usually use?*

- Discussion
- Information Gap
- Role-play& Simulations
- Games
- Others:

The answers to this question make us aware of the activity that teachers most frequently use or which activity they are most familiar with.

Speaking activities	Number of teachers(/20)	Percentage (%)
Discussion	13	65%
Information Gap	05	25%
Role-play & Simulations	12	60%
Games	11	55%
Others	06	30%

Chart 2: Most used speaking activities

As we could notice from the chart, discussion is the activity that the teachers most frequently use as thirteen out of twenty (13/20) teachers chose this activity; that is, sixty-five percent of the informants (65%) answered that they use discussion for speaking activities. Then, twelve (12) of the teachers; that means sixty percent of the informants (60%) use role-play and simulations. Eleven out of twenty (11/20) teachers who represent fifty five percent (55%) of the informants answered that they most frequently use games. Information gap is the least use as only five out of twenty teachers (05/20); that is, twenty five percent (25%) of the teachers use it. Six out of twenty teachers (06/20), represent thirty percent of the informants (30%), mentioned that they use other speaking activities such as story-telling, news telling, free conversation class, songs, interviews, and jokes.

Question n°6: *How do you find your students' level in speaking?*

☐ Low ☐ Medium ☐ High

The question is planned to find out how the students' level in speaking should be improved.

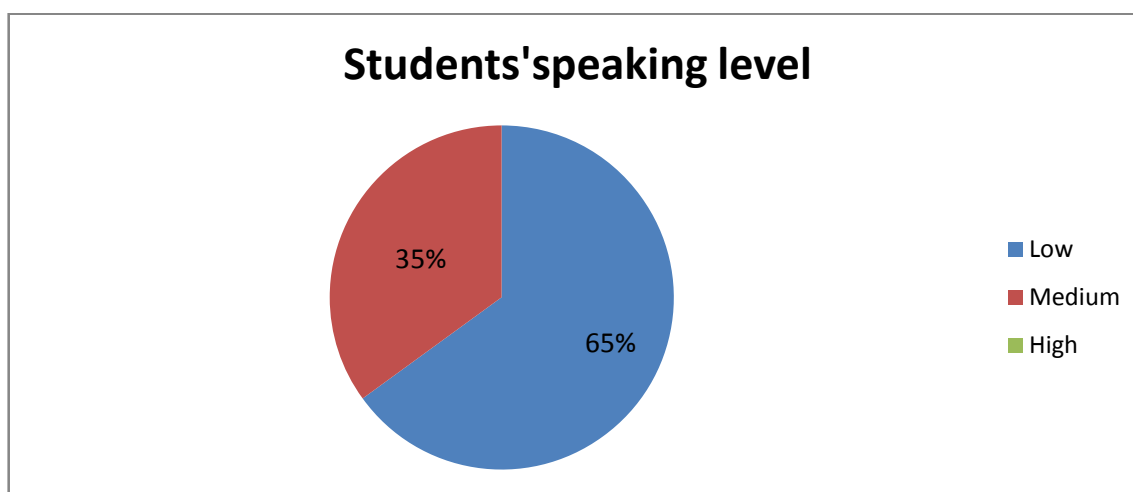


Diagram 4

The result obtained from the data collected showed that thirteen out of twenty teachers (13/20) mentioned that the speaking level of their students is low; that means sixty five percent (65%) of the teachers. The rest, that is seven (7) teachers; that is, thirty five percent (35%) of them noted that the speaking level of the students is medium. As such, we can conclude that no teachers declared that their students' level of speaking is high.

Question n°7: *In what stage of your lesson do you usually have speaking activities? Why?*

- ☐ Presentation ☐ Practice ☐ Production
☐ Devote special session ☐ other(s)

Reason(s):.....

We designed the question to know in what stage of the lesson in class teachers usually introduce students in speaking activities.

Stage of the lesson	Number of teachers(/20)	Percentage (%)
Presentation	08	40%
Practice	15	75%
Production	09	45%
Devote special session	03	15%
Other(s)	01	5%

Chart 3 : Stages of having speaking activities

This chart shows that most of the teachers (15/20), in other words seventy five percent (75%) of the teachers, have speaking activities during the practice stage. Nine out of twenty (9/20) teachers; however, have speaking activities in the production stage and these teachers represent forty five percent (45%) of the informants. 40% of the teachers; that means eight out of twenty (8/20) teachers have speaking activities in the presentation stage. Fifteen percent (15%) of the teachers; that is, three out of twenty (3/20) teachers chose to have speaking activities in a special session. It is worth mentioning that one teacher gave more than one answer; for example, the teacher has speaking activities during the practice and the production stages.

Now, let us move on to the reasons of the teachers' choice. Teachers' choices of the stages are summarized as follows:

Teachers chose to have speaking activities in the presentation stage because according to them, it is one way to get students' attention and to be sure that their students understand the new language.

As for those who chose to have speaking activities in the practice stage, they think that it is the best time to make students speak as it will be easy for them to understand what have been taught during the presentation stage ; that is, to fix the lesson.

According to the teachers who decided to have speaking activities in the production stage, they think that in this stage the students already know the language structures ;therefore, it will be easy for them to deal with the activity, to use the language, and to be fluent.

Question n°8 : *How often do you teach speaking?*

☐ Rarely ☐ Sometimes ☐ Often ☐ Always

This question aims at knowing how often teachers teach speaking. Also, it may show us the importance they give as far as speaking is concerned.

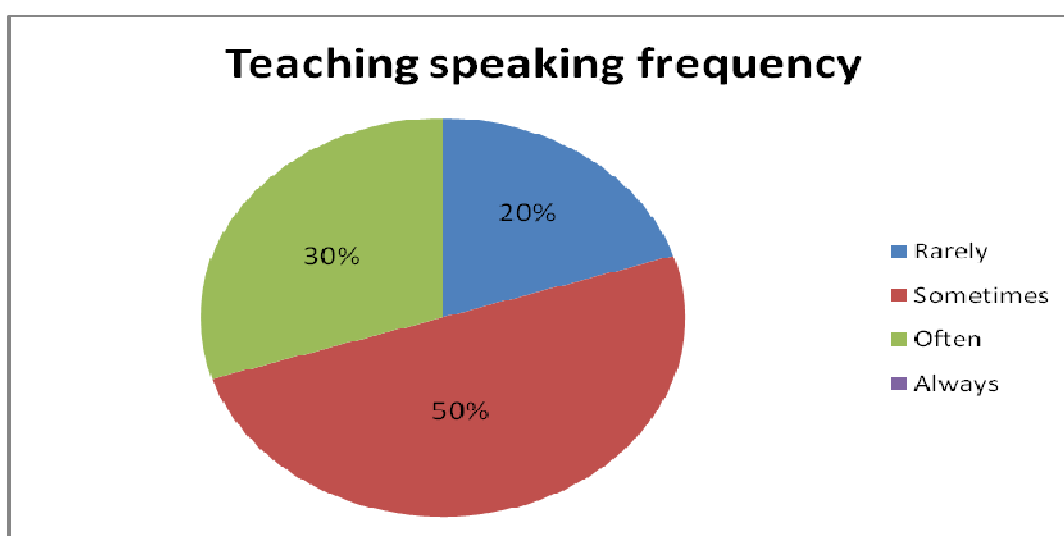


Diagram 5

As we can see in the diagram, half of the informants (10) teach speaking sometimes; that is, fifty percent (50%) of the teachers, four (4) of the teachers devote time for speaking activity rarely and that represents twenty percent (20%) of the teachers. However, six (6) of the teachers declared that they often teach speaking; in other words, thirty percent (30%) of the teachers. Obviously, we could say that speaking skill is one of the skills that teachers develop in their students even though the frequency of teaching is different.

Question n°9: *Do You think your students like learning English?*

☐ Yes ☐ No

We also found it important to know whether the subject itself interests students or not.

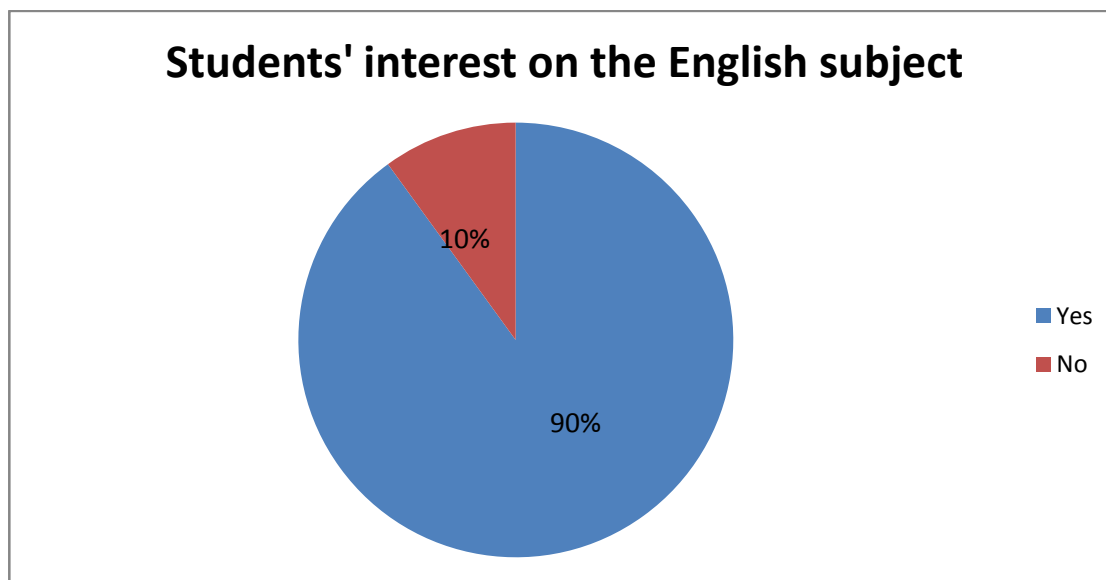


Diagram 6

From the result of this question, we can learn that eighteen (18) of the informants; that means ninety percent (90%) of the teachers stated that their students like learning English. Two (2) of the informants that is ten percent (10%) of the teachers claimed that their students do not like learning English and that explained the reason why they did not include the teaching of speaking in their class.

Question n°10: According to you, what are 'fun activities' in teaching?

☐ Enjoyable activities to teach ☐ Activities for laughter in teaching ☐ Both of them

The answer of the teachers shows us what actually they think of fun activities.

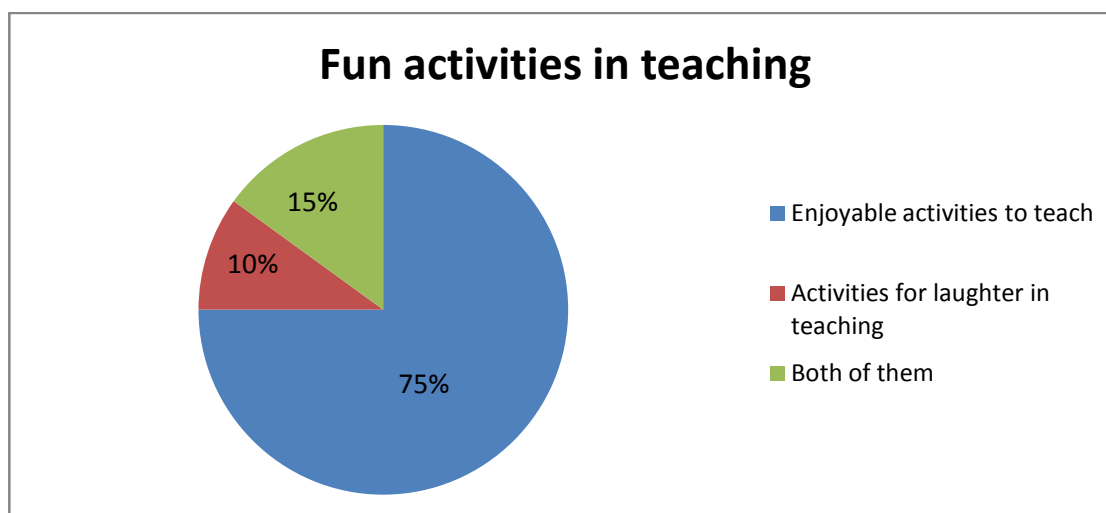


Diagram 7

As shown in the diagram, we could see that the majority of the teachers (15/20); that is, seventy five percent (75%) of the teachers perceive fun activities as enjoyable activities to teach. Ten percent of them (10%); that is, two (2) of the teachers think that fun activities in teaching are activities for laughter in teaching; some teachers that is three out of twenty(3/20); that means, fifteen percent (15%) of the teachers chose the two options to define fun activities.

Question n°11 : Which of the following skills do you think fun activities most reinforce?

☐ Reading ☐ Listening ☐ Speaking ☐ Writing

This question is intended to make us aware of the skill or skills that fun activities most reinforce and; more specifically, to check if fun activities can be used to develop students' speaking skill. The teachers' answers can be seen in the following chart.

Skills	Number of the teachers(/20)	Percentage (%)
Reading	05	25%
Listening	13	65%
Speaking	17	85%
Writing	04	20%

Chart 4 : Skills fun activities most reinforce.

The answers given for this question show that eighty five percent (85%) of the teachers think that the speaking skill is the skill that fun activities most reinforce. Sixty five percent (65%) of them think that fun activities most reinforce learners' listening skill. Then, twenty five percent (25%) of the teachers mentioned that fun activities reinforce the reading skill the most. Finally, only twenty percent (20%) of the teachers answered that fun activities most reinforce the writing skill. Here again, it is better to note that one teacher could have more than one answers, such as fun activities reinforce all of the skills; some teachers claim that fun activities reinforce the listening and speaking skill and some other said that fun activities most reinforce the reading and writing skill, etc.

Question n°12 : Have you already used fun activities to improve your students' speaking skill?

☐ Yes ☐ No

We also wanted to inquire if the teachers ever use fun activities when improving their students' speaking skill.

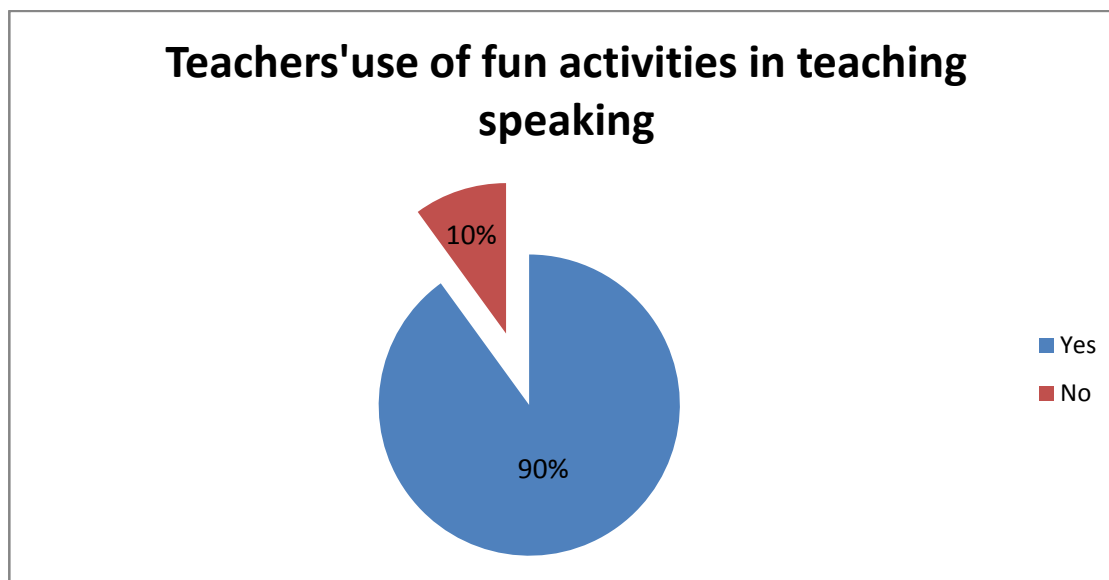


Diagram 8

Still according to the data collected from the teachers, eighteen out of twenty (18/20) teachers; that is, ninety percent (90%) have already used fun activities to develop their students' speaking skill and only two out of twenty (2/20) teachers have never used fun activities; that means, ten percent (10%) of the teachers. As such, we could conclude that fun activities are not new to teachers and they can be applied to develop learners' speaking skill.

Question n°13: Which of these fun activities do you often use to develop your students' speaking skill? (Please rank them from 1 to 7 –From the most used to the least used)

.....: Discussion : Information Gap : Role play & Simulations
: Games : Story telling & Story sharing : Humorous devices (jokes, riddles)
: Songs

Fun activities	1	2	3	4	5	6	7
Discussion	25%	20%	5%	5%	15%	15%	0%
Information gap	0%	0%	20%	5%	10%	40%	10%
Role-play	25%	20%	10%	10%	10%	5%	5%
Games	15%	20%	20%	15%	0%	5%	10%
Story telling	15%	10%	0%	25%	15%	5%	15%
Humorous devices	10%	0%	10%	15%	30%	5%	15%
Songs	5%	10%	15%	10%	5%	10%	30%

Chart 5 : Fun activities that teachers are most familiar with.

The answers to this question let us know about the fun activities that teachers often use to develop their students' speaking skill. It also reveals to us the fun activities students are most familiar with. According to the result of the questionnaire, **discussion** and **role play** have the same place (25%) and they are the most used. Then, they are followed by **games** and **storytelling** which both have (15%). Ten percent (10%) of the teachers mentioned that they most use **humorous devices**. five percent (5%) of the teachers claim that they often use **songs** and most teachers did not use **information gap** often. Again, it is worth mentioning that three out of twenty (3/20) teachers did not answer this question and that represents fifteen percent (15%) of the informants.

Question n°14 : *If yes, do you think fun activities* (Please number the square according to the degree of importance from n°1 the most important to n°7 the least important)

- a-** Motivate students to participate in speaking activities in class.
- b-** Give students an opportunity to use the target language in classroom.
- c-** Help students to speak the language in a more authentic way in a given situation.
- d-** Are good ways to keep students' attention in studying-speaking in a purposeful meaning.
- e-** Help shy students to participate in speaking activities in class.
- f-** Create good atmosphere in class-relationships between teacher-students and students-students.
- g-** Help students to learn in a relaxed and enjoyable way.

This question is for teachers who have answered 'Yes' to the question n°12 about fun activities improving speaking skill. The question also shows teachers' aim in using fun activities and also the advantages of using fun activities.

Rank	1	2	3	4	5	6	7
a	20%	35%	5%	15%	5%	10%	0%
b	10%	0%	15%	20%	15%	15%	15%
c	0%	5%	10%	25%	20%	20%	10%
d	10%	20%	5%	5%	15%	20%	15%
e	15%	5%	20%	5%	20%	20%	5%
f	10%	5%	25%	5%	5%	0%	40%
g	25%	20%	10%	20%	5%	5%	5%

Chart 6 : Advantages of using fun activities in teaching speaking

Teachers' answers are seen through the chart. As we could see in the chart, most of the teachers; that is, twenty five (25%) percent of them think that fun activities help students to learn in a relaxed and enjoyable way. Then, twenty percent (20%) of the teachers think that fun activities motivate students to participate in speaking activities in class. After that, fifteen percent (15%) of the informants think that fun activities help shy students to participate in speaking activities in class. Ten percent (10%) of the teachers think that fun activities give students an opportunity to use the target language in classroom; also, fun activities are good ways to keep students' attention in studying-speaking in a purposeful meaning, and create good atmosphere in class-relationships between teacher-students and students-students. As such the least important to the teachers is that fun activities help students to speak the language in a more authentic way in a given situation. It is better to mention that two out of twenty teachers (2/20); that mean ten percent (10%) of the teachers did not rank their answers; they claimed that all these are important.

Question n°15 : *If 'No', Why not?* (Please put a tick in the square)

- ☐ It's a waste of time
- ☐ No oral examination
- ☐ Create noise in class
- ☐ I do not master the use of fun activities
- ☐ I do not have any material to fulfill the activity
- ☐ Other reasons:

The question is designed for teachers who gave a negative answer to question n°12. The answers of the teachers help us to know about the reasons that cause teachers not to use fun activities.

Three out of twenty teachers (3/20) answered that they have never used fun activities. Two of them; that is, ten percent (10%) of the teachers claimed that they do not have any material to fulfill the activity and one of them; that means five percent (5%) of the teachers mentioned that there is no oral examination. However, some of them (2/3) gave other reasons such as time is not enough because in the scientific fields; that is, 'serie' D and C, English courses are only for two hours a week; there is also the problem about the large number of students in one class.

Question n°16 : *Apart from what has been previously mentioned, what do you think are the advantages and drawbacks of using fun activities?*

Advantages:.....

Drawbacks:.....

The question is asked as we are eager to know additional points of view from teachers about fun activities.

As far as teachers are involved, the use of fun activities may present advantages and disadvantages. Let us see at the first place the advantages according to some of the teachers who have filled the questionnaire. The use of fun activities presents advantages in teaching especially for lycée students; considering nowadays young students, they need fun activities so as to attract their attention. Moreover, according to some teachers, fun activities motivate students, help, and encourage students to speak English fluently. Besides, after using fun activities in a given topic, students are always looking forward to practicing the subject. Last but not least, fun activities give students the opportunity to enjoy the course and to feel at ease while learning. In other words, it is relaxing and creating enjoyment in class. In short, fun activities offer positive aspects as far as language teaching is concerned.

As everything has its good and bad side, let us now look at the drawbacks that fun activities may cause in teaching. For some other teachers, the use of fun activities is just time consuming especially when the students do not have the appropriate level of English. Furthermore, some teachers claim that there are so many students in one class at about sixty (60), seventy (70), or even to eighty (80) sometimes. In addition, if the students are not interested in the topic, they take advantage of the activity to talk about or to do other things. Consequently, still according to the teachers, sometimes it is no easy to calm them; that is, the class disciplines may be offended and hardship on classroom management can be faced. Another reason for teachers not to use fun activities to teach speaking is that the time devoted to the English course is not enough especially for the scientific fields -Terminale C and Terminale D as the students only have two hours a week to learn English. Therefore, the principal aim for the teachers is to cover the official syllabus. In a nutshell, fun activities may create disorder in class if it is not handled correctly.

Questionnaire distributed to students

Names of the school	Location	Number of questionnaires distributed	Number of questionnaires returned
Lycée Moderne Ampefiloha	Ampefiloha	50	41
Lycée Nanisana	Nanisana	60	15
Lycée André RESAMPA	Antsirabe	59	53
Lycée Saint Joseph	Antsirabe	40	39
Lycée Privée Gallo Junior	Antsirabe	35	35
Lycée Ambohimangakely	Ambohimangakely	50	30
Lycée Andoharanofotsy	Andoharanofotsy	75	64
Lycée Ambohimambola	Ambohimambola	27	27
Lycée Alasora	Alasora	64	46
Lycée Saint Joseph Belobaka	Mahajanga II	30	21
Lycée Antanimandry High school	Mahajanga	30	21
Total		520	392

Chart 7 : Numbers of questionnaire distributed to students.

As we could see from the chart, we distributed five hundred and twenty (520) questionnaire to students and three hundred and ninety two (392) were returned and that represents 75, 38 % of the distributed questionnaire.

Question n°1 : Where do you study? What is your level?

We have asked this question for the organization of the questionnaire when collected; that is, to distinguish the number of returned questionnaire from one lycée to another.

Question n°2: How do you understand ‘fun activities’ in language learning? (Tick your answer)

- a) Activities that create laughter while learning.
- b) Enjoyable activities to motivate students to learn.