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EFL teachers' beliefs and practices in teaching the speaking skills: the case of secondary schools in Bale Zone, Oromia Region, Ethiopia

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Abstract

To enhance learners' speaking proficiency, teachers' beliefs and classroom actions have crucial impacts in EFL classes. This study was conducted to investigate EFL teachers' beliefs and practices in teaching speaking skills at secondary schools in Ethiopia. The study adopted descriptive and correlational research designs in which the data were collected through quantitative and qualitative methods. Sixty-four EFL teachers from some selected secondary schools were taken as a source of data. Data were collected using questionnaires, classroom observation, and semi-structured interviews. The quantitative data were analyzed using descriptive statistics: frequency, percentage, and mean. Two-tailed Pearson correlation was also used to show the relationship between teachers' beliefs and their classroom practices. Qualitative data were analyzed in a verbal and narrative description. The findings from the teachers' responses indicated that teachers have in general positive beliefs towards teaching the speaking skills communicatively. However, classroom observation results revealed that EFL teachers' practices of teaching speaking skills contradict what they believe to be. The overall result indicated that teachers were not teaching the speaking skills as per language teaching theories, methods, and mainly to their stated beliefs. The study also showed a moderate positive relationship between teachers' beliefs and practices regarding teaching speaking skills. Based on the result, it was recommended that the Ethiopian Ministry of Education should offer in-service professional development programs that focus on classroom teaching of speaking skills to teachers. EFL teachers should also exert their maximum effort to put their beliefs of teaching speaking skills into practice by overcoming unfavorable conditions inside and outside the classroom environment.

Keywords: EFL teaching, speaking skills, teachers' beliefs, teachers' practices, teaching speaking skills

Introduction

English is a global language in today's world that people over the globe need to master. To acquire this competence, learners have to be provided with the necessary inputs especially where English is a foreign language. In EFL classes the goal of teaching speaking skills should be to improve student's communicative ability. In the history of language teaching, the teaching of speaking skills appears to have received a lot of attention after the Communicative Language Teaching Method (CLT), which emphasizes interaction as a fundamental element (Brown, 2001; Nunan, 1991). As a result of the wide acceptance of communicative language teaching theories, language instructions have seen a change in emphasis away from linguistic aspects towards more functional and communicative aspects of language (Brown, 1994; Hedge, 2000; Richards & Rogers, 2001).

As a result of this paradigm change, language teaching has placed a strong emphasis on speaking skills, rather than a focus on specific aspects. This means communicative tasks should be designed in such a way that learners are motivated to communicate and have a purpose and independence to use the language. Thompson (2003) and Dooey (2006) stressed EFL teachers are needed to help their students in processing information capably. So, in order to help students become better speakers of English, teachers must focus on building the communicative competence of the students.

To understand what teachers do to develop students' speaking skills performance, it is important to gain insight into the beliefs that shape their classroom practices. Teachers' belief helps them construct what they act and practice in the classrooms (Amiryousefi, 2015; Farrell & Ives, 2014; Incecay, 2011; Kuzborska, 2011; Nation & Macalister, 2010). Beliefs influence students' learning environments, motivate and accomplish higher academic goals, and are intimately associated with instructors' approaches to resolving problems in their day-to-day work (OECD, 2009). According to Borg (2001), teachers' pedagogical views play a major influence in the ways that they choose to teach, as well as in how they decide what to teach, how to make decisions, and how to evaluate their

students. Teachers can have a better understanding of their roles in the classroom and the adjustments they need to make to their approaches to teaching and learning by leveraging the alignment between their beliefs and practices (Farrell, 2013).

In the Ethiopian education system, the demand for the English language and its position as a medium of instruction in the country's education system is considered very important. English language teaching and learning are classroom-based, and students do not have exposure to practice all language skills including speaking skills outside the classroom. This may lead to learners' poor speaking performance. As a result, it is noted that secondary school students are not able to communicate with the English language through speaking as required. Various studies abroad confirmed the existence of problems related to the teaching of speaking skills. Though speaking is an important skill, it is not up to the level it is assumed to be. As Alharbri (2015), Al-Hosni (2014), Alonso (2014), McDonough, Shaw and Masuhara (2013), Middleton (2009), Shastri (2010), and Richard (2008) point out that speaking skills have been overlooked in EFL classes. Many students have been learning to talk for a long time, but they are still unable to practice speaking in order to develop their skills. Sarwar, Alam, Hussain, Shah and Jabeen (2014), Zheng (2009) also state even students who perform well in written examinations are incapable of expressing themselves orally in English. Without practicing speaking in the classroom and getting feedback, students may not develop their communicative abilities.

These problems are supported by several studies conducted by local researchers (Alelign, 2011; Alemayehu, 2019; Demissie, 2007; Endale, 2017; Melkamu, 2003). This may indicate that many EFL teachers in Ethiopia still find it difficult to enhance students' communicative competence.

The learners' speaking proficiency problems and EFL teachers' difficulty in enhancing students' communicative competence mentioned above show that there are deficits in teaching speaking skills at secondary schools in Ethiopia. From the researchers' experience and many other studies' findings, it is observed that the effectiveness of English language teaching is under question. Specifically, the teaching of speaking is not given a significant place in English language teaching classrooms. As a result, most of the learners at secondary schools in Ethiopia have difficulties with spoken English and students' proficiency remains low. Secondary school students who engage in English-speaking activities in the classroom usually want to use the local languages. They are embarrassed when asked to respond. Most of them are also uncomfortable when asked to do an oral presentation in front of their classmates.

Concerning this, the Ethiopian Ministry of Education (2002) also says that it is a widely held belief that the status of English is low in Ethiopian schools at all levels. The reasons may be multi-faceted; however, the discrepancy between teachers' expressed beliefs and actual classroom practices may result in students' low proficiency in English speaking. Despite the prevalence of the students' low level of proficiencies in all the skills, the issue of speaking skills is worth taking note of. According to the researchers' experience, this low level of English-speaking proficiency is true and highly observed in the context of secondary schools in Bale Zone, Oromia region of Ethiopia. Thus, investigating the relationships between teachers' beliefs about teaching speaking skills and their actual practice in the EFL classroom has been found worth studying. Hence, the current study attempted to investigate the issue with the following research objectives:

- To assess EFL secondary school teachers' beliefs towards teaching speaking skills.
- To identify the actual classroom practices of EFL secondary school teachers to teach speaking skills.
- To identify the relationship between EFL secondary school teachers' beliefs and their actual classroom practices in teaching speaking skills.

Speaking skills

One of the primary linguistic skills that must be cultivated is speaking. There are various definitions for speaking. For instance, according to Brown (2004) and Brns and Joyce (1997), speaking is an interactive process of meaning production that involves creating, receiving, and processing information; the context, the participants, and the goals of speaking determine the form and meaning of the information. Speaking, according to Bailey (2003), is a productive oral ability that involves making coherent verbal utterances in real-time in order to convey meaning. This suggests that in order to effectively teach speaking skills, there should be meaningful interactions between teachers and students that are connected to the methods of instruction used in the classroom.

Components of speaking skills

Educators ought to possess a solid comprehension of the prerequisites for speaking proficiency and the interdependence of speaking proficiency's several facets. Five aspects of speaking are covered by Harris (1994), Hughes (2005), and Brown (2004): comprehension, grammar, vocabulary, pronunciation, and fluency. Furthermore, according to Surkamp and Viebroc (2018), a learner's speech is primarily characterized by its fluency, accuracy, and

complexity. These are the main areas in language education that need to be focused on in order to improve speaking skills and have more effective, meaningful, and understanding communication with others.

The concept of teaching speaking skills and practices

Amidon (1967 as cited in Isola, 2019, p. 5), described teaching as "an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities". This definition reflects teaching as a cooperative initiative, two-way circulation, and shared phenomenon that takes place between teacher and students. According to Rajagopalan (2019), teaching needs to be aimed at encouraging beliefs which are supported by the evidence and enhancing students' power to gather evidence to understand if they learned something enough. According to Jabbarifar (2009), instructional practices comprise the real tactics, supplies, exercises, and assignments that instructors and students carry out in the classroom. Good teaching practices are based on what teachers bring to the classroom (OECD, 2009) and are influenced by a variety of factors, including the requirements of the students and the classroom and school backdrop, in addition to the teacher's history, beliefs, and attitudes.

The definition of teaching and instructional practice above shows teaching is an active process in which teachers and learners act on a stage to share knowledge and experiences. Hence, teachers' knowledge of the subject matter, and the skill of choosing suitable activities to be assessed according to the need and situation is a necessity. Applying their knowledge and skill in the classroom on the other hand is affected by the belief they hold about teaching (Pajares, 1992).

Characteristics of effective teaching practices

Effective teaching practice is focused on students and their learning with efficient time management and a supportive classroom atmosphere (Marcia & Gayani, 2010). Helmke (2015, as cited in Surkamp & Viebroc, 2018) asserts major characteristics of good teaching practice saying that effective teaching practice is efficient with considerable time management and classroom leadership with a supportive classroom atmosphere. It is equipped with the ability to clearly implement various motivational strategies and structures; it is efficacious and competence-oriented with learner orientation and support; it is focused on encouraging active and independent learning with a variety of methods and social constellations; it is consolidation and intelligent practicing with sensitivity and adaptivity.

The role of teacher in teaching speaking skills

Depending on the type of language education approach used, such as communicative or grammar-translation, the role that teachers perform in teaching languages varies. According to Richards and Rodgers (2001), teachers using the grammar-translation method, for instance, are expected to demonstrate their authority because their primary responsibility is to impart knowledge to students. In contrast, communicative language teaching emphasizes meaning-based language instruction, and teachers are expected to support students in any manner that encourages them to engage with the language.

According to Bayani (1999), teachers must play a variety of roles during various speaking exercises, just as they must in any other form of classroom procedure. Effective teachers are managers who ensure that their product is rewarding and enjoyable for themselves and their students. Such educators transform learning into a pleasurable and memorable experience. According to Harmer (2007, p. 107), a teacher is like "a gardener because he/she plants the seeds and watches them grow." This indicates teachers exert their effort to provide the best learning experience for his/her students to make them competent.

This leads to the impression that teaching students to speak is the best way to help them express their emotions and communicative needs, interact with other persons in any situation and influence others. Overall, teaching speaking skills should focus on activities that engage students and encourage them to be involved and innovative. It needs much concern from teachers because they are responsible for providing maximum opportunity for their learners providing a conducive environment in which the learners feel free to express their thoughts, and feelings and acquire language structure. They have a determinant role in creating a classroom environment in which learners upgrade their communicative competence by providing meaningful input using varied teaching methods, and up-to-date teaching material. Harmer (2001) also stated teachers can play a role in guiding learners to use language effectively acting as a prompter a participant and a feedback provider.

Performance-based classroom tasks in teaching speaking skills

Classroom speaking tasks have to be based on a goal that can be achieved through participant interaction, a framework for structuring and sequencing interaction, and a focus on a meaning exchange (Lee, 2000).

Classroom teaching speaking activities should be performance-based to enable learners to use a language for real-life situations. Several activities such as discussion, debate, picture description, question and answer, role play, information gap, storytelling, and games are among the activities used to teach speaking skills communicatively. Ur (1981) believes discussion, picture description, and debate are successful ways for students to learn how to speak English as fluently and honestly as possible. Debates, according to Harmer (2007), provide a perfect opportunity for students to exercise their analytical and debating skills.

According to Cameron (2001), role play is suitable for students because it allows students to use vocabulary that they already know and should begin with basic dialogues before progressing to more complex experiences.

Games are effective teaching tools for improving students' language learning and communication skills (Khameis, 2007). Furthermore, according to Klippel (1994), guessing games are true communicative situations that are essential for practicing a foreign language in a fun and exciting way.

In the classroom, questionnaires are useful as a communicative instrument. According to Harmer (2000), questionnaires are used to provoke discussion and exchange of ideas. They are useful because they ensure that both the questioner and the respondent have something to say to each other.

In summary, Thornbury (2007) states that in order to guarantee the best possible circumstances for successful and independent language usage, every speaking job needs to be constructive, meaningful, engaging, demanding, secure, and authentic. In addition to doing their best to include as many students as possible in any speaking activity, teachers are expected to create a rich environment that includes collaborative work, authentic materials and tasks, and shared information in order to give students as many opportunities as possible to speak the target language. The researchers created a study question that asks what activities are being used to educate and develop speaking skills, in keeping with the speaking activities indicated earlier.

Concept of belief

According to Borg (2001) "a belief is a proposition which may be consciously or unconsciously held, is evaluative, in that it is acceptable as true by the individual and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior" (Borg, 2001, p. 186).

This description communicates the essential features of beliefs which the researchers believe to be important for the present study. Beliefs have an impact on how educators perceive and understand information (Richardson, 1996). Furthermore, it is believed that they have an impact on educators' perspectives and teaching methods in the classroom (Pajares 1992).

Based on the above assumptions, understanding teacher beliefs is becoming fundamental to understanding the process of teaching. The researchers, in this study, are particularly interested in the pedagogical beliefs of instructors that refer to their views regarding teaching, learning, and learners (Chan & Elliott, 2004; Mahmood, 2007). These include viewpoints regarding the nature of learning, the goal of education, the role of the teacher, efficient teaching techniques, classroom management, the significance of particular student outcomes, and elements that support the success of both teachers and students (Brinkmann, 2016).

Teachers' beliefs

Zheng (2009) asserts that understanding teachers' beliefs is crucial to comprehend their thought processes, pedagogical approaches, and teaching methodology. According to Ghaith (2004), teachers' views are a comprehensive understanding of various factors related to attitudes about teaching and education, curricula, and the teaching profession in general, which has an impact on pedagogical goals and ideals. Pajares (1992) provided specific examples of this type of belief, including beliefs about the essence of knowledge, the power of confidence to affect student performance, the causes of teachers' or students' poor performance, beliefs about one's own self-worth and self-perception, and beliefs about one's own ability to perform particular tasks. He continues by saying that there might also be educational preconceptions regarding particular fields or subjects. Richardson (1994) and Heider and Bahareh (2015) defined teachers' beliefs as their thoughts, knowledge, and beliefs as well as the connections between these mental constructs and their actions in the language-teaching classroom. They said that teachers' beliefs shape their perceptions and judgments, which in turn shape their behavior in the classroom.

To improve teachers' professional activity, it is crucial to comprehend the nature of their pedagogical ideas and how they relate to their work. According to Lan and Lam (2020), altering one's ideas and behaviors by in-depth self-reflection throughout teaching experiences is an effective way to advance one's professionalization as a teacher. Teachers' attitudes and methods need to be regularly reviewed in order to give language learners the best possible learning environment.

The researchers of this study believe that a teacher's beliefs are a collection of ideas embedded in the teacher's psychological and mental content that guide his or her pedagogical actions. It is the knowledge, interpretation, and

philosophy that a teacher possesses and expresses consciously or unconsciously in selecting an instructional design, content, and evaluation for use in teaching and learning activities.

The relationship between teachers' beliefs and their classroom practices

Beliefs and practices, according to Guerra and Wubbena (2017), are intricately linked. This suggests that instructors' beliefs and the instructional choices they make have a substantial link. In support of this, Pajares (1992) asserts that people act out behaviors in accordance with their beliefs. Teachers' actions and words in the classroom, whether they be in the form of interactions, resources, procedures, teaching, or other aspects, are reflections of their beliefs (Richard & Rodgers, 2001; Borg, 2003; Fauziati, 2015). According to Clark and Peterson (1986) and Li and Walsh (2011), teachers' attitudes greatly influence how they view and evaluate the relationships between teaching and learning in the classroom, which leads to a variety of classroom activities.

Since teachers use their own collection of beliefs to bear in circumstances and decisions involving language teaching, these beliefs are often cited as important predictors of their actual teaching practices (Chen, Brown, Hattie, and Millward, 2012). Pajares (1992), and Richardson and Placier (2001) view teachers' beliefs as precursors of teaching practice and focus on direct belief impact. Gilakjani and Sabouri (2017) and Utami (2016) described the relationship between teachers' beliefs saying beliefs have a great effect on creating active teaching methods and bring about a considerable amount of progress in learners' language capabilities. In line with this, Spawa and Hassan (2013) state the relationship between belief and classroom practices asserting that teachers' beliefs influence their pedagogical practice. Similarly, Buehl and Beck (2015) also confirm that the relationship between students' performance and learning outcomes in authentic classrooms is highly influenced by teachers' beliefs.

Studies are conducted to find out the relationship between teachers' stated beliefs and their classroom practices and come out with different conclusions which many findings (Bisland, O'Conner, & Malow-Iroff, 2009; Chen, 2008; Farrell & Lim, 2005; Phipps, 2009; Theriot & Tice, 2009) revealed a discrepancy between teachers' beliefs and their classroom experiences while other studies (Andrews. 2003; Karim, Reshmin, Shahed, Rahman, & Singh, 2020; Lan & Lama, 2020,) found congruency between teachers stated beliefs and their classroom actions. Other studies found some congruencies and some incongruence (Dawit, Abiy& Yifter, 2022; Gandeel, 2016) between teachers' beliefs and their classroom practices.

Materials and methods

The research paradigm

The researchers favored the pragmatic paradigm for their investigation of the current problem. Because it can accomplish the overall study goals, the pragmatic paradigm is the one that is chosen. It permits value-laden axiology (research that benefits people) and the fusion of quantitative and qualitative research approaches (Nguyen, 2019). The researchers can record the more objective facets of instructors' views, classroom behaviors, and agreement with certain belief statements because of pragmatism. Furthermore, it allows the researchers to comprehend the subjective facets of teachers' behaviors and views in order to produce a more realistic portrayal of their reality.

Research design

Correlational and descriptive research designs were used. Creswell (2013) states that in correlation research designs, investigators use the correlation statistical test to describe and measure the degree of association between two or more variables. It was used to describe the degree of association between teachers' beliefs and practices of teaching speaking skills. As Gray (2004) and Kothari (2004) stated, descriptive research is used to gather information about the current state of a phenomenon and to describe "what exists" in terms of variables or conditions in a given situation. Based on this, it allowed the researchers to incorporate both qualitative and quantitative data analysis based on the nature of the data and can present rich data. It also allowed the researchers to gather existing actual practices taking place in the classroom and teachers' beliefs of the existing situations and practices of teaching speaking skills.

Study population and setting

Bale Zone, Oromia region, Ethiopia is the setting for the current research. There are 11 woredas and two administrative towns in Bale Zone. Among these woredas, Agarfa and Gasera were selected as a site for the study using convenience sampling technique because this type of sampling technique is the most common in L2 research, where "members of the target population are selected for the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer" (Dornyei, 2007, pp. 98-99). Hence, the researchers choose these settings because of their proximity, familiarity with the

context and respondents' willingness. The population of the study was 64 EFL teachers who teach at secondary schools of the selected woredas.

Sample and sampling technique

Using a comprehensive sampling technique all 64 teachers filled in the questionnaires. Then, as classroom observations were conducted to find out participants' actual practices in the classrooms, a total of 10 EFL teachers, 3 teachers from Grade 9, 3 teachers from grade 10, 2 teachers from Grade11 and 2 teachers from grade 12 were selected randomly to be observed based on the ratio of the numbers of teachers assigned to teach each of the grade levels. Finally, teachers whose classes were observed were purposefully chosen to be interviewed. The reason for choosing the purposive sampling technique is that the researchers have become familiar with the teachers whose classes were observed and believe that real information and data were gathered, which greatly contributed to the credibility of the study. Supporting this Cresswell and Plano Clark (2011) asserted choosing a purposive sampling technique helps to identify individuals who are experienced with a phenomenon of interest. So that it is advantageous in getting rich data.

Data gathering instruments

Questionnaires, classroom observation and semi-structured interviews were used to collect the data. The questionnaire was designed to find out what EFL teachers thought about teaching speaking skills. According to Mackey and Gass (2005), surveys can be used in language learning research to investigate motivation and beliefs concerning classroom instruction. Therefore, a questionnaire was a suitable tool to collect data regarding instructors' beliefs and their perceived methods of teaching speaking skills. Based on these presumptions, a structured closed-ended questionnaire was created for this study. It was based on revised versions of questionnaires that Kahader (2012) and Gandeel (2016) had used for comparable research purposes. It was also based on a review of the literature that was put through various methods of validation and reliability testing.

Most of the items were communicated as statements about teaching speaking skills. EFL teachers were asked to respond to these statements using a 5-point Likert scale from 1 to 5, as 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), 5 (strongly agree) in order to indicate the intensity of the respondents' particular judgments on the issue under investigation. There were also some questions that related to what they practically do in the classroom and required responses of frequency: never, occasionally, sometimes, usually, and always.

Classroom observation

Observation is accepted as the most direct means of studying people when one is interested in their observable behavior (Pandey & Pandey, 2015). It enables the researchers to understand the context of programs live, and see things that might be unconsciously missed, discover things that participants might not freely talk about in interview situations, to move beyond perception-based data, (Cohen, Manion, & Morrison, 2007; Kothari, 2004). In this study, observation helped in recording the teachers' actual classroom performances**.** It was found as a good research instrument to explore the extent to which teachers' belief was put in to practice during instruction. For the current research, a structured observation checklist was prepared based on the objectives of the research.

Interview

A semi-structured interview was conducted because the primary goal of this study was to investigate instructors' ideas regarding teaching speaking skills and their actual classroom practices. "Provides topics or subject areas within which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject," according to Patton (2002) (p. 343). The goals of the study and the literature review served as the basis for creating the interview questions. Open-ended questions are used in the interview to delve into general details about the participants as well as the key findings of the study, which are the opinions of EFL teachers regarding the nature of speaking skill instruction and their actual methods in the classroom. With the participants' permission, audio recordings of the interviews were made.

Validity and reliability

The validity of this research was ensured by the use of triangulation, which involved the use of multiple data collection instruments. The use of two or more data collection techniques in the investigation of a particular aspect of human behavior is known as triangulation (Cohen, Manion & Morrison, 2013). Peer review was also carried out to maintain the current study's content validity appropriately. Using SPSS version 25, the validity of the questionnaire data was primarily examined. The items were on acceptable reliability ranges from .791 (teachers' belief about teaching speaking) to .885 (frequency of performance-based classroom tasks used in teaching speaking skills),

according to the researchers who computed the reliability test using Cronbach alpha. Additionally, an audit trail was employed to guarantee the validity of this research.

Methods of data analysis

For quantitative data analysis and interpretation, Statistical Package for the Social Sciences SPSS version 25 was used. Descriptive statistics (frequency, percentage, and mean value) were employed to analyze the questionnaire data which was collected using the Likert scale and frequency measurements. In addition, a two-tailed Pearson Correlation was computed to check the relationship between teachers' stated beliefs and their actual classroom practices of teaching speaking skills to understand the strength of the relationship among the variables. Data that were gathered through classroom observation and interviews were analyzed qualitatively in narrative and verbatim modality. Finally, both results were compared and contrasted to cross-validate the findings and get an in-depth understanding of the major themes.

Results

Results of the questionnaire data

In responding to Item 1 in Table 1, 22 (34.38%) of the teachers showed their strong agreement with the issue that speaking is the most important area of language skills while 42 (65.62%) of them expressed their agreement. The responses had a mean value of 4.34, suggesting that EFL teachers had a positive belief about speaking skills as the most important area of language skills. The majority 62 (96.88%) teachers have reported 'strongly agree' and 'agree' with the statement that the aim of teaching speaking is to help students improve their oral communicative ability to use the language at ease and with confidence.

Tab. 1: Descriptive statistics results of teachers' beliefs about teaching speaking skills

No	Items	Frequency and percentage					Mean
		SDA	DA	N	A	SA	
1	Speaking is the most important area of the four language skills (reading, speaking, writing, and listening).	_	_	_	42(65.62%)	22(34.38%)	4.34
2	The aim of teaching speaking is to help students improve their oral communicative ability to use the language at ease and with confidence.	_	_	2(3.12%)	30(46.88%)	32(50%)	4.47
3	Teaching speaking is a difficult task in language teaching.	_	22(34.38%)	6(9.37%)	32(50%)	4(6.25%)	3.28
4	The teacher's role is a facilitator, organizer of resources, and feedback provider of speaking practices in the classroom	2(3.12%)	2(3.12%)	6(9.38%)	24(37.5%)	30(46.88%)	4.23
5	To prepare students to speak in an EFL classroom, topics have to be realistic.	_	2(3.12%)	_	42(65.63%)	20(31.25%)	4.25
6	While teaching speaking, the teacher should set an interactive environment.	_	4(6.25%)	_	40(65.5%)	20(31.25%)	4.19
7	Teachers should help students in any way that motivates them to practice speaking	_	_	_	30(46.88%)	34(53.12%)	4.53
8	It is the student who plays a great role in the process of learning to speak.	_	2(3.12%)	2(3.12%)	38(59.38%)	22(34.38%)	4.25
9	The most essential factor for a student to learn to speak is to speak a lot in the target language.	2(3.12%)	4(6.25%)	2(3.12%)	28(43.75%)	28(43.75%)	4.19
10	Students' participation in classroom activities helps to promote the teaching of speaking skills in English.	2(3.12%)	_	4(6.25%)	24(37.5%)	34(53.13%)	4.38
11	The classroom speaking activities should expose the student to communicative practices.		2(3.12%)	4(6.25%)	34(53.13%)	24(37.5%)	4.25
12	While teaching speaking, more emphasis should be given to active and effective modes of learning such as pair or group work.	--	2(3.12%)	4(6.25%)	34(53.13%)	24(37.5%)	4.25
	Grand Mean						4.23

Key: SD = strongly disagree; DA = disagree; N = neutral; A = agree; SA = strongly agree

More than half of the teachers, (50% agree plus 6.25% strongly agree) asserted that teaching speaking is a difficult task. However, 22 (34.38%) of the respondents disagreed with the statement while the rest 6 (9.37%) were not sure about its difficulty. Item 4 indicated that 24 (37.5%) of the teachers agreed and 30 (46.88%) strongly agreed that the teachers' role in teaching speaking skills is acting as a facilitator, organizer of resources and feedback

provider of speaking practices in the classroom. However, 2 (3.12%) of them expressed his/her disagreement. Six (9.38%) were neutral. The calculated mean was 4.23 suggesting that most of the teachers can understand their role as facilitators and material providers but not a few numbers still hesitate about their role.

As can be seen from Table 1, 42 (65.63%) and 20 (31.25%) of the respondents agreed and strongly agreed respectively that topics have to be realistic to prepare students to speak in EFL classrooms. But, the remaining 2 (3.12%) showed disagreement. The calculated mean indicates 4.25 which suggests teachers believe in presenting realistic topics to teach speaking skills. In the same way, as the need to create an interactive environment, 40 (65.5%) agreed and 20 (31.25%) strongly agreed and 4 (6.25%) disagreed. The mean value of 4.19 indicates the majority of the teachers believe in creating favorable classroom conditions to promote learners' speaking skills while few do not agree. All the respondents agree or strongly agree that teachers should help students in any way that motivates them to practice speaking skills.

Additionally, the results of the study present that 60 (93.75%) of the respondents (who responded 'strongly agree' and 'agree') believed that it is the student who plays a great role in the process of learning to speak. Further, 56 (87.5%) of the respondents (who responded 'strongly agree' and 'agree') confirmed that the most essential factor for a student to learn to speak is to speak a lot in the target language. Similarly, findings indicated that 58 (90.63%) of the respondents (who responded 'strongly agree' and 'agree') believed that students' participation in classroom activities helps to promote the teaching of speaking skills in English. It is also worth mentioning that 58 (90.63%) of the respondents (who responded 'strongly agree' and 'agree') showed their covenant that classroom speaking activities should expose students to communicative practices. Likewise, 58 (90.63%) of them reported that more emphasis should be given to active and effective modes of learning such as pair or group work while teaching speaking. Here, the mean value of 4.25 indicates the majority of the respondents believe in the importance of getting students in group and pair work.

Generally, from the findings above it can be concluded that most of the teachers do recognize speaking skills as the most important area of the four language skills and they believe that teaching speaking skills is a fundamental part of language teaching.

Tab. 2: Descriptive statistics results of teachers' perceived practice of teaching speaking skills

No	Items	Frequency and percentage					Mean
		Never	Rarely	Sometimes	Usually	Always	
1	I involve students in planning the task they are going to do.	8 (12.5%)	8 (12.5%)	30 (46.88%)	16 (25%)	2 (3.12%)	2.94
2	I let students choose any topic that interests them for speaking practice.	4 (6.25%)	24 (37.5%)	32 (50%)	4 (6.25%)	-	2.56
3	I provide a model presentation of speaking tasks to the learners and then ask them to do similar ones.	8 (12.5%)	28 (43.75%)	20 (31.25%)	4 (6.25%)	4 (6.25%)	2.5
4	I encourage students to engage in different conversational activities as a technique for enhancing the development of oral skills.	12 (18.75%)	16 (25%)	22 (34.38%)	8 (12.5%)	6 (9.37%)	2.69
5	I use realistic (authentic) speaking teaching materials suitable for learners' levels.	22 (34.38%)	14 (21.88%)	26 (40.62%)	2 (3.12%)	__	2.13
6	I involve students in pair and group work.	2 (3.12%)	6 (9.38%)	16 (25%)	16 (25%)	24 (37.5%)	3.84
7	I provide the learners with the vocabulary needed for the given speaking tasks.	____	10 (15.62%)	20 (31.25%)	24 (37.5%)	10(15.62%)	3.53
8	I reduce the number of time teachers spend teaching and enhance the amount of time students spend speaking.	8 (12.5%)	28 (40.62%)	18 (31.25%)	6 (9.38%)	4 (6.25%)	2.56
9	I help the students when they face unclear activities in presenting speaking activities.	2 (3.12%)	14 (21.88%)	14 (21.88%)	24 (37.5%)	10(15.62%)	3.4
10	I go around the classroom and make sure that the learners are on the right track.		8 (10%)	12 (15%)	26 (40%)	18 (35%)	3.84
11	I provide positive feedback to students, which encourages them to speak up more in class.	___	2 (3.12%)	22 (34.38%)	26(40.62%)	14(21.88%)	3.81
12	I assign out-of-class learning activities (e.g., watching an English-language film, television show, or radio program) which become input for subsequent in-class activities such as oral reports or discussions.	16(25%)	26 (40.62%)	16 (25%)	6 (9.38%)	___	2.19
	Grand Mean						2.99

With regard to the use of authentic teaching materials to teach speaking skills, 22 (34.38%) of the respondents replied they never use authentic teaching materials 14 (21.88%) replied that they rarely use while the other 26 (40.62%) replied they sometimes use and the rest 2 (3.12%) usually use authentic materials to facilitate students' learning of speaking skills. The calculated mean value was 2.13 which implies there is a gap in using authentic speaking materials at the secondary schools of the study site.

Concerning involving students in pair and group work, the calculated mean value was 3.84 which indicates teachers usually involve students in pair and group work when they practice teaching speaking.

Item 7 asked how frequently teachers provide the learners with the vocabulary needed for the given speaking tasks. For this, the calculated mean score was 3.53. It indicates many of the teachers (34 out of 64) provide the learners with the vocabulary when they practice speaking activities in speaking skills lessons. In addition, item 8 focused on how frequently teachers reduce the amount of time teachers spend teaching and enhance the amount of time students spend speaking. As the calculated mean value of the item (mean= 2.56) indicated, teachers, take much of the time to speak by themselves and students have very little chance to speak in the classroom. Concerning the statement 'I help the students when they face unclear activities in presenting speaking activities', some of the teachers gave a positive response as 10(15.62%) replied always while 24(37.5%) did so usually and 14 (21.88%) sometimes. The other 14 (21.88%) replied rarely while 2 (3.12%) have never helped their students when they faced unclear activities in presenting speaking activities.

Item 10 was designed to know if teachers go around the classroom and make sure that the learners are on the right track. For this, 18 (35%) replied they do 'always' and 26 (40%) usually, while 12 (15%) replied sometimes. The rest 8(10%) replied rarely. To the statement 'I provide positive feedback to students which encourages them to speak up more in class', the majority provide positive feedback as 14 (21.88%) do always, 26 (40.62%) usually, 22 (34.38%) sometimes and the rest 2 (3.12%) rarely. For this, the calculated mean was 3.81 which indicates many of the teachers perceive they provide positive feedback to their students usually.

As can be seen, the analysis of the perceptions of the participants regarding Item 6: 'I involve students in pair and group work' and Item 10: 'I go around the classroom and make sure that the learners are on the right track' indicated the highest mean score of 3.84 which means that teachers claimed that they usually involve students in pair and group work. The reported perceptions of the participants for item 5: 'I use authentic speaking teaching materials suitable for learners' levels' revealed the lowest mean score of 2.13. In other words, teachers claimed that they rarely use authentic teaching materials.

Tab. 3: Descriptive statistics results of performance-based classroom tasks used in teaching speaking skills

N. O	Items	Frequency and Percentage					Mean
		Never	Rarely	Sometimes	Usually	Always	
1	Story-telling	6(9.38%)	10(15.62%)	32(50%)	16(25%)	_	2.9
2	Information gap	_	14(21.88%)	30(46.87%)	18(28.12%)	2(3.13%)	3.13
3	Oral Presentation	_	2(3.13%)	8(12.5%)	28(43.75%)	26(40.62%)	4.22
4	Role-play	2(3.13%)	14(21.87%)	24(37.5%)	24(37.5%)	_	3.09
5	Interview	_	14(21.87%)	24(37.5%)	24(37.5%)	2(3.13%)	3.22
6	Question & answer	_	2(3.13%)	10(15.62%)	24(37.5%)	28(43.75%)	4.22
7	Group discussion	_	_	22(34.38%)	28(43.75%)	14(21.87%)	3.88
8	Dialogue practice		4(6.25%)	28(43.75%)	26(40.62%)	6(9.38%)	3.53
9	Debate	6(9.38%)	18(28.12%)	34(53.12%)	6(9.38%)	_	2.62
10	Picture description	2(3.13%)	20(31.25%)	24(37.5%)	18(28.12%)	_	2.91
11	Game	6(9.38%)	22(34.38%)	26(40.62%)	10(15.62%)	_	2.63
12	Story completion	6(9.38%)	16(25%)	28(43.75%)	14(21.87%)	_	2.78

The respondents were asked about the type of performance-based classroom activities they use to teach speaking skills which was intended to answer a research question, what are the actual classroom practices of secondary school EFL teachers to teach speaking skills? The frequently used activities selected by the teachers were oral presentation and question and answer. No teacher replied 'never' for both activities, 26 (40.62%) replied always and 28 (43.75%) replied usually while 8 (12.5%) practiced sometimes and the rest 2 (3.13%) replied rarely for oral

presentation. For the question and answer, 28 (43.75%) replied always and 24 (37.5%) usually while 10 (15.62%) sometimes and 2 (3.13%) rarely. The mean value for both activities was 4.22 which implies teachers most commonly use these two types of activities. Secondly, group discussion, dialogue, interviews, information gap activities, role play, and picture description were among the activities used by the teachers to teach speaking skills mostly. For example, the mean value of group discussion is 3.88 that shows teachers are in favor of using this type of activity in teaching speaking skills. Storytelling, debate, games and story completion were among the activities that were used less by the teachers to teach speaking skills. For example, the mean value of the debate is 2.62.

Table 4: Correlation of Teachers' Instructional Beliefs and Classroom Practices of Teaching Speaking Skills

Correlations		Teachers' practices of teaching speaking skills
Teachers' belief in teaching the speaking skills	Pearson Correlation	.402
	Sig. (2-tailed)	.022
	N	64

To test whether EFL teachers' belief in teaching speaking skills correlates with their classroom practices, which was intended to answer, is there a relationship between EFL secondary school teachers' beliefs about teaching speaking skills and their actual classroom practices? Pearson correlation was computed. The result shows that there is a moderate, positive correlation between teachers' beliefs and practices of teaching speaking skills where $r=.402,\ p<0.05$ based on the rule suggested by Kothari (2004).

Result of classroom observation

The main objective of the classroom observation was to explore teachers' practices of teaching speaking skills through performance-based approaches and methods.

The study revealed that the majority of the observed teachers were not seen giving opportunities to their students to initiate oral communication. However, some of them were seen organizing activities for students to speak in English. Classes were dominated by the participation of some talented students. These contradict what Brown (2001) believes, in teaching speaking teachers are expected to allow students to initiate oral communication; try to involve each student in every speaking activity; and use the natural link between speaking and listening. The researchers also believed that the promotion of such techniques becomes an important part of language teaching to enable interactive teaching and learning.

Four out of ten teachers were observed while identifying individual students' speaking difficulties and helping each student to overcome their difficulties. In terms of motivating and encouraging students with exciting topics, four teachers presented such topics to engage students in speaking practice. For example, one of the teachers from Grade 12 motivated his students to talk about a story of Haiti earthquake. The other teacher from Grade 12 was also seen asking his students to discuss and report on future threats of the world which learners are eager to speak on. But no teacher was seen providing a title to be talked about out of the textbook. Regarding monitoring learners by circulating the classroom to engage learners to participate in group and pair works, six teachers were seen trying to help learners but were not fully successful. The other three teachers just stood in front of the students and told them to do the activities while the rest one rarely monitored the students.

Most of the teachers were not observed helping their students who were not participating in the given tasks. As a result, a few classes were found to be noisy, and some of the students at the back were dealing with their own businesses. Some of them were using their cell phones while others were talking in their mother tongue on the topic given and others were discussing their personal issues. In presenting the speaking skills, four teachers (T2, T3, T5, and T8) were seen using group discussions and oral presentations repeatedly. Few teachers were observed using other strategies such as storytelling, role play, interview, debate, picture description, story completion and game that may be interesting and motivating activities to enhance learners speaking proficiency.

The researchers observed very few teachers using authentic teaching materials that can expose students to authentic English use through speaking out of the textbook. This implies that the absence of authentic teaching materials may be one of the factors that may negatively affect teaching speaking skills in secondary schools of the study site. Similarly, only 5 teachers (T4 and T5, T6, T8 and T10) were observed correcting their students' errors immediately and encouraging their students to correct each other. Other 2 teachers (T7 and T9) were observed sometimes correcting their students' mistakes. The other 3 teachers (T1, T2, and T3) were never seen correcting their students' errors nor guiding their students to correct each other.

Result of Interview data

Finding #1: The role of teaching speaking skills is to improve students' ability in the English language all the interviewed teachers confirmed that teaching speaking has a great role in improving learners' overall English proficiency. For example, T3 replied "Yes it has a great role to improve students' ability because when they learn speaking, they can exchange ideas and make practice activities like a dialogue and presentation. As a result, they can develop confidence and create competition among each other to improve their speaking ability".

Finding#2: What the teachers want their students to achieve while teaching speaking

Four (4) of the ten teachers (T2, T4, T7, T10) say that their main aim in teaching speaking is to enable their learners to develop their communicative competence to communicate with English speakers. T1 asserts that he focuses on the fluency aspect and states that accuracy comes after fluency. Teachers (T3, T6, T5 and T9) claimed that their main objective when teaching speaking is to help learners to acquire both the aspect of accuracy and fluency. All of them confirmed that the best way to make learners achieve both aspects is by providing learners with meaningful tasks such as role-play, group discussion, debate, and information gap activities.

Finding#3: Role of EFL teachers while teaching speaking

All teachers considered their role in motivating students to speak. T1 declared teachers' responsibilities as "a facilitator of the activities the students should do in the classroom and preparing materials for the students to practice the speaking activities. Giving a chance or enforcing students to participate in the speaking activities without any fear. At all, a teacher should be a facilitator. He shouldn't do the activities on his own. He has to give chances or opportunities to the students to speak." T3 her side asserted that "my duty is to help them by correcting them when they made mistakes and I prepare and provide them a topic for discussion. For example, dialogue. I also motivate them and make them compete with each other." Similarly, T8 responded that "motivating and involving students in the speaking lesson is important as students most of the time use their mother tongue, it is important to tell them to avoid it and lead them to use the target language directly." From this assertion, it is possible to infer that teachers understand their role as facilitators, and motivators, as well as material, activity, and feedback providers.

Finding #4: Teachers' Practice of Teaching Speaking Skills in line with their Beliefs

All ten teachers confirmed they do not teach speaking skills in line with their beliefs. T9 stated that there is no material and teacher guide that has to be followed and used so he is unable to follow his belief. T2 on his side stated that there are problems with teaching according to his belief because students are not allowed to practice as he wants them and are inclined to use their mother tongue which prevents him not to acting according to his belief. All the teachers reported similar ideas: because of shortage of time, overload, school pressure to complete the textbook and a large number of students in the classroom they were not practicing the teaching of the speaking skills according to their belief.

Finding #5: Importance of Authentic Tasks to Improve Speaking Skills

All the teachers believed that authentic materials are very important to teach speaking skills. For example, T1 stated its importance using the saying 'seeing is believing.' They also underlined its importance as it makes the lesson tangible and vivid.

Discussion

Finding out what secondary school EFL teachers thought about teaching speaking skills was the study's first goal. The majority of teachers have positive beliefs about teaching speaking skills, according to the findings from the three data sources (questionnaire, interviews, and observation data).

Studies have been conducted on English language teachers' beliefs about teaching speaking skills. Many findings revealed that teachers' positive beliefs about teaching speaking skills while others found teachers' negative beliefs about teaching speaking skills (Samson, 2017; Chen, 2008; Farrell & Lim, 2005) that affected the achievement of the objective of teaching speaking skills. In this study, EFL teachers were asked about the importance of teaching speaking skills and it was found that all teachers believed teaching speaking skills as the most important part of teaching a foreign language. The respondents underline the importance of teaching speaking skills and its purpose for the overall development of learners' speaking skills proficiency. For example, T3 during the interview confirmed teaching speaking skills can develop confidence and create competition among learners to improve their speaking ability.

The majority of the teachers believed that the most essential factor for a student to learn to speak is to speak a lot in the target language. This result of the current study lies parallel with many assertions mentioned in the literature (Harmer, 2007; Hughes, 2003) that students must be taught to express themselves in English which benefit them a lot both in their academic and life outside.

More than half of the respondents (56.25%) believed that teaching speaking is a difficult task. This goes with Hughes (2011) and Louma (2004) assertion that identified spoken discourse as difficult because it is transient,

unplanned, aural dynamic and context-dependent which makes it difficult for teachers to teach. As can be vividly understood from the result of the study, the majority of the respondents believed teaching speaking skills using performance-based tasks and activities is important. They also believe in the importance of students' participation in the classroom and believed that students' participation in classroom activities helps to promote the teaching of speaking skills in English.

It is notable from the study that the majority of EFL teachers believed and identified their role as a facilitator, motivator, activity provider, and organizer of resources, provider of speaking practices and feedback in the classroom which was confirmed from the interview held. It was also found that teachers have a strong belief in the importance of using motivating and realistic topics to teach speaking skills that share what Brown (1994), Nunan (1989), and Willis (1996) claimed. Borg (2011) also demonstrated the importance of motivation, as expressed by the teachers, to motivate students to learn. However, as confirmed during the classroom observation teachers were sticking just with the activities provided in the textbook only.

Concerning the need to create an interactive environment, the study indicates the majority of teachers believe in creating favorable classroom conditions to promote learners' speaking skills while few do not agree. Teachers may reply to this because the classroom environment is a teaching resource that should not be overlooked. Tsiplakides and Keramida (2009) noted setting up a collaborative classroom reduces students' fear of making mistakes through a collaborative atmosphere. Similarly, EFL teachers agreed that teachers should help students in any way that motivates them to practice speaking skills. The finding matched with what Harmer (2001) suggests that classroom speaking should be encouraged to allow students to practice speaking in a classroom atmosphere in which they are unlikely to feel fear.

Remarkably, most respondents thought that speaking exercises in the classroom ought to introduce pupils to communicative techniques. According to Richards and Renandya (2002), the purpose of language instruction is to help students become more communicatively competent. As a result, it will seem that a language course should include activities in the classroom that enhance students' capacity for verbal expression. When teaching speaking, respondents thought that more focus should be placed on active and efficient learning methods like pair or group work. This is similar to Touhid's (2018) findings which state Pair work makes the classroom environment more interactive and promotes learners' communication and language skills. Harmer (2007) also states that teamwork increases the number of opportunities to speak; gives space for speakers to come up with their different conclusions strengthens cooperation and negotiation skills and promotes learner autonomy. This led the researchers to conclude that EFL teachers believe that working in pairs and groups will help them to create situations where students need to use English to communicate with each other.

Generally, from the findings of the present study, it can be concluded that most teachers do recognize speaking skills as the most important area of the four language skills and confirm teaching speaking skills as a fundamental part of language teaching.

During classroom observation, it was identified that teachers did not usually participate students in choosing topics and planning the activities though the majority replied they did in the questionnaire. From the interview held, it was also identified that they hardly ever participate their students in choosing the topic of their interest as well as planning their lesson. The result of this finding lies in line with Amanuel's (2015) finding that the majority of students were supposed to listen to their teachers' talk rather than be actively involved in various classroom speaking activities. This implies, that to improve students' foreign language speaking skills, students need to participate more in the teaching and learning process.

Properly teaching speaking skills using a variety of performance-based activities ensures that students have a clear understanding of the subject matter they are learning. Regarding this point, the participants were asked about the type of performance-based classroom activities they use to teach speaking skills. Compared to other types of activities, the most frequently used activities selected by the respondents were oral presentation, question and answer, group discussion, and dialogue practice. It seems that, for teachers, it is easier to use question and answer with oral presentation as it takes less time and effort to guide a large number of students in pair and group work. This was confirmed in the interview. For example, T5 responded, "I use mostly question and answer to teach speaking skills as it is easier for me and it doesn't require much time and effort to put learners into groups and pairs." During classroom observation, the teachers were rarely seen using a variety of activities such as role-play, interview, description and drawing, game, dialogue, and other motivating activities which were suggested by Harmer (2001) and Nunan (2003) to be used to teach the speaking skills.

Concerning the use of authentic and realistic teaching materials, as teachers responded to a questionnaire, the calculated mean value was 2.13 which implies there is a gap in using realistic speaking teaching materials at the secondary level of education in the study site. From the classroom observation also, it was confirmed that teachers rarely used authentic teaching materials. The study reveals that the majority of EFL teachers did not regularly create

full participation through which every student is given a chance to speak equally. This is inconsistent with Ur's (1981) assertion that in order to have a successful speaking class, teachers must create relatively full participation, allowing each student to speak equally. Even if it is difficult to equalize students' participation because different students have different personal styles, it is best that teachers can provide suitable equal opportunities for all students to participate and not discourage slow or passive students in the class.

EFL teachers were also not observed when they helped their students who were not participating in the practice of the given tasks. The study shows that EFL teachers took much time while teaching speaking (m=2.56). This indicates that when presenting speaking activities, not enough time is devoted to students' discussion and presentation that goes against Zhenhuis's (1999) assertion that the teacher should not be the dominator of the classroom. Instead, their role should shift to that of a facilitator in the learning process, facilitating communication between learners.

If pair and group work go well, it can create maximum opportunities for students to negotiate meaning and engage in authentic conversation. Concerning involving students in pair and group work, the result of the questionnaire indicates (m=3.84) that teachers involve students in pair and group work when they practice teaching speaking. This is consistent with the statement of Lindsay and Knight (2006) that pair and group work provide learners with better opportunities for speaking practice than a limited discussion between teacher and learner. However, though the majority of EFL teachers responded to a questionnaire by saying they go around the classroom and make sure that the learners are on the right track, some of the teachers were not observed when they circulate in the classroom to make sure whether all the groups or pairs are working well on the tasks or not.

According to Li, Zhu, and Gong (2015), learning outside of the classroom is directly tied to language proficiency. In order to find out if EFL teachers offer extracurricular learning activities (such watching English-language movies, TV shows, or radio programs) that serve as inspiration for later in-class assignments like oral reports or debates, classroom observations were done. The current study's findings showed that no teacher was seen assigning homework or conducting extracurricular activities that would help kids acquire speaking abilities more quickly. This runs counter to Chusanachoti's (2009) claim that engaging in English-language activities outside of the classroom can help students learn the language and that English teachers should take these activities into account.

To sum up, based on the responses obtained and the classroom observations made by the researcher, it can be inferred that EFL teachers rarely practiced different activities to present instruction of speaking skills. The findings of the current study show that many of the techniques that were expected to be demonstrated by teachers in order to facilitate speaking lessons were not practiced in English language classrooms.

To answer the third research question, a comparison of the magnitudes of belief and perceived practice scores was computed in SPSS 25 to test whether EFL teachers' belief of teaching speaking skills was related to their practice using Pearson correlation. The results show a moderate positive correlation between teachers' beliefs and practice of teaching speaking skills where $r = .402$, $p<.05$. The study found that although educators believe that teaching speaking skills is important, their actual classroom practices do not align with these ideas.

Conclusions

The overall result indicated that EFL teachers have a positive belief in teaching speaking skills and they do recognize speaking skills as the most important aspect of language skills and the fundamental part of language teaching. However, EFL teachers rarely implement teaching of speaking skills and they consider teaching speaking skills as a difficult task. The findings of the current study show that many of the techniques that were expected to be demonstrated by teachers in order to facilitate speaking lessons were not practiced in English language classrooms. Teachers seemed to use only teaching practices that were convenient for them. This may result in students' low proficiency in English speaking. Teachers mostly failed to practice activities that are communicative and context-based to promote learners' English-speaking skills. Though teachers believed in the importance of implementing effective learner-centered speaking tasks, activities and methodologies to teach speaking skills, they did not reflect their belief in the classroom. The result indicated a moderate positive correlation between teachers' beliefs and practices of teaching speaking skills where $r = .402$, $p<.05$.

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