Enhancing Students' Speaking Skills in English Instruction in Mozambique: Practical Recommendations.

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ABSTRACT

The research was done at Mozambique Island Secondary School, grade 12. This research examined English teachers' methods for improving pupils' speaking abilities. Non-participant observation and semi-structured interviews were employed to obtain data. The research contained eight subjects: six students and two English professors. Teachers were watched and questioned after classes, whereas students were just interviewed. Interpretative and qualitative methods were used in the investigation. The findings show that teachers have trouble using speaking skills exercises in the classroom due to poor student levels, inefficient English language programmes, and a lack of content. Thus, there are no clear methods for instructors to improve pupils' speaking abilities within and outside school other than discussion. The study suggests equipping public schools with English teaching aids and hiring qualified teachers with ELT experience. The curriculum should emphasise teaching English as a language, not as a subject. Teachers should use effective methods to improve students' speaking skills by implementing various classroom activities.

Keywords: English language teaching, learning, Teachers' strategy, students speaking skills.

INTRODUCTION

English is widely recognised as a global language, serving as a means of communication among individuals from diverse linguistic backgrounds worldwide. This includes those who have acquired English as a second language (L2). This is the reason why English is often regarded as a lingua franca (Hamer, 2003). Furthermore, with regards to this matter, the English language is often regarded as a crucial instrument for societal and economic progress as well as a facilitator of prospects for social mobility and employment in contemporary times (Brooker, 2018). This is the rationale behind the decision made by many governments, including the Mozambican government, to include English language instruction in the curriculum of schools and universities. The objective is to provide students with the necessary communication skills upon completion of their education (Adriano and Nkamta, 2018).

Furthermore, the authors Adriano and Nkamta (2018), as referenced by Momade (2022), assert that English instruction in Mozambican public schools commences in the sixth grade and continues throughout subsequent grades. This exposure to the English language spans approximately seven years, concluding in the twelfth grade. Moreover, if students choose to pursue higher education, they may receive additional English language instruction, as outlined in the curriculum established in 2004 and enacted in 2006.

Hence, despite the ample exposure to the English language that pupils get, it has been observed that a concerning circumstance prevails, particularly among grade 12 students at Mozambique Island Secondary School, wherein the majority of them lack proficiency in spoken English both inside and outside the school premises.

Hence, when pupils were posed with inquiries in the English language, they were unable to provide a response, even in cases where it included a basic salutation. Indeed, it was observed that their proficiency in English was insufficient to sustain a discussion lasting two minutes. It is worth noting that the educational objective in Mozambique is to equip students up to grade 12 with the ability to communicate, at a minimum, at a lower intermediate level in English across various social and cultural settings (MEC and INDE, 2007). In addition, Richard (2008) asserts that a significant focus for second-language or foreign language learners is the attainment of English-speaking abilities. Consequently, students assess their language learning success by gauging the extent to which they have enhanced their ability in spoken English.

Considering the challenging circumstances experienced by grade 12 students, which hinder their ability to engage in global communication, there is a compelling need to undertake the present study. The aim is to examine the instructional approaches employed by teachers to enhance the speaking skills of students at Mozambique Island Secondary School, specifically in the 12th grade. The objective is to identify effective strategies for teaching speaking skills in various contexts where language is used for communicative purposes, with the intention of providing recommendations for improvement.

LITERATURE REVIEW
Concepts of the term speaking:

According to Chaney (1998, p. 13), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts". Additionally, Burns & Joyce (1997) and Luoma (2004, p. 2) see speaking as an interactive process that consists of constructing meaning and involves producing, receiving, and processing information in the social sphere.
Considering the writers' assertions carefully, it is well stated that speaking cannot be seen only from one perspective, which is oral, that is, the use of verbal symbols, in this case the use of the mouth track to say words, to use the voice, as established by Walter (2008). It can also happen through the use of non-verbal gestures, that is, a movement of the hands, arms, head, etc. to express an idea or feeling (Woodford & Jacskon, 2023). However, our concern in this piece of paper is with verbal speaking as the basis of our study.

The assertions also make it clear that, as far as speaking is concerned, the context is very crucial since language is spoken according to the context; for example, there is language that can be used at the market, different from school, at the church, different from hospital, etc. So context is a paramount factor when dealing with language. Moreover, one important thing that was also unveiled and that should be underscored is the sharing of meaning, which is also seen as starting from the construction of meaning, processing it, and finally passing it on, which is actually the information or idea.

Speaking is a social process that consists of generating ideas and passing them on to others and vice versa. And this idea is generated through the use of language, a system of communication consisting of sounds, words, and grammar, or the system of communication used by the people of a particular country or profession (Walter, 2008).

Having a considerable look at the concept of language as the tool through which people use to communicate, specifically on the aspects that such a concept provides, it can be concluded that it is the reason why Torky (2006) operationally defines **speaking** as being the secondary stage of students' ability to express themselves orally, coherently, fluently, and appropriately in a given meaningful context to serve both transactional and interactional purposes, using correct pronunciation, grammar, and vocabulary, and adopting the pragmatic and discourse rules of the spoken language.

Additionally, in a very careful consideration, the concepts stated above also provide the following linguistics realm to be taken into consideration as students speak (Torky 2006):

1. **Linguistic competence:** This includes the following skills, using intelligible pronunciation, following grammatical rules accurately, using relevant, adequate and appropriate range of vocabulary.

2. **Discourse competence:** This involves structuring discourse coherently and cohesively, managing conversation and interacting effectively to keep the conversation going and avoid its breakdowns.

3. **Pragmatic competence:** This involves expressing a range of functions effectively and appropriately according to the context and register.

4. **Fluency:** This means speaking fluently demonstrating a reasonable rate of speech.

Reasons for Teaching Speaking Skills in the Classroom

According to Harmer (2007), there are three fundamental reasons for getting students to speak in the classroom while the lesson is happening. Since the ability to communicate in an effective way is a key skill that English teachers should take responsibility for developing in students, Students whose speech is confident will not only gain a tool for communicating with others and understanding other school subjects, but it will also provide them with an advantage in all aspects of their future (Ceranic, 2009).

Therefore, Harmer (2007) discloses that the first reason is that speaking activities provide rehearsal opportunities—chances to practice real-life speaking in the safety of the classroom. The second reason is that speaking activities or tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. And the third and final reason is that the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements becomes. This fact makes students more autonomous language users; that is, they will be able to speak without taking a long time to think about what to say.

Styles of speaking

The issue behind speaking cannot just be seen as mere skills in which the concerning is just the interaction with others in social or academic sphere (Ignatius et al., 2022). However, speaking skills should be seen has having other dimensions. Richard (2006) states that a crucial dimension in evolving speaking skills for promoting effective conversational indicator among the students in different and various context, considering a suitable circumstance in which the language should be used.

Therefore, different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness, considering the

various ways in which it is possible to ask someone the time, and the different social meanings that are communicated by these differences (Richard, 2006).

Taking into account these ideas, Richard (2006) stablishes three styles of speaking, namely: speaking as interaction, speaking as performance, speaking as transaction.

Speaking as interaction

The basic concerning behind this type of interaction is social interaction, which is also called as conversation. It is worth stating that by nature, this style of speaking is primary seen as social function, where people meet to exchange greetings, talk about their daily routines and experiences etc. In addition to, this style of interaction can also be formal or informal according to the context in which happens.

The social features which this style of interaction take place have been described by Yule (2006) as having primarily social function, which reflects the role of relationships between people; that is, it reflects speaker's identity, which may be formal or casual; it uses conversational conventions, reflects degrees of politeness; employs many generic words, uses conversational register etc.

Speaking as performance

This second style of speaking here is actually connected with performance as the term clearly unveils, emerging from the form of the verbs "to perform", to entertain people (Walter, 2008). Therefore, Richard (2006) clearly says that this style has to do with the public talk, aiming at transmitting information before an audience, for instance, public announcements, classroom presentations, and speeches happening according to the context in which the speech may be convenient.

Speaking as transaction

In this situation, the speaking is just used to transfer or pass information to other people, and the core focus here is just on the understanding of what has been said or done rather than the interaction between the speakers involved in the talk, and a clear example of this type of speaking skills is centered in the process of teaching setting, where teachers is there passing information to their students. Moreover, other illustration can be found in a situation where students are involved in context where ones play the role of parents giving orders to their children, and other playing the role of children obeying the order given by their parents (Richard, 2006).

Teaching Speaking skills principles:

Anuradha et al (2014) states that teaching speaking skills is very simple as long as some principle are taking into account. Therefore, below are effective principle that teachers should take into account and never ignore them as teaching speaking skills:

1. Encourage students to speak right from the first day. If not, as early as possible and not to wait till she teaches them a stock of words, phrases or sentences;
2. Tolerate the students if some of them simply repeat what they say;
3. If a student gives one-word answer to any question, bear it for the time being;
4. Let students speak actively with whatever English knowledge they have;
5. Propose structures/phrases/words and let the students use it in different situation and drill as much as possible;
6. Encourage back-chaining or tail-forwarding technique to make long sentences by combining more than ten sentences;
7. Organize role play and pair-work as much as possible and supervise the learners to correct the active ones and activate the passive ones;
8. Be well prepared in advance in terms of lesson planning, activities and tasks.

9. Let the learners commit errors and mistakes at the primary stage. Interruption and correction hinder fluency and discourage the students;
10. Individual weaknesses should be taken into account and the teacher should be sympathetic in outlook for individual attention.

Condition For Effective Teaching of Speaking to Evolve Students' Speaking Skills

According to Tolasa, (2018), the classroom condition is seen as one of the factors which can promote or not the success of speaking skills teaching. In the same way, Silberman (1996 as cited in Tolasa (2018) discloses that the classroom itself, that is, the material, layout and appearance are essential in the promotion or breaking of an active teaching of speaking skills process.

Thus, Tolasa, (2018, p. 16) clarifies that "if the classroom condition is favorable and motivating, it facilitates interactive learning where as if it is not conducive, it has potential to impede the teaching learning process." The same writer states that among the classroom conditions: the availability, adequacy of the program, and appropriateness of the furniture such as chairs and desks, seating arrangement and class size can be the major one.

Additionally, Momade (2021) considers that idea of the program as being useful tool when it is based on teaching English as a language and not as subject, and teachers should be highly qualified and classrooms should be well equipped with teaching aids. A clear example of modern teaching aid, which is most used and productive in the teaching of speaking skills process is the technology such as: internet, video library, pod casting, Quick Link Pen, Blogging etc. (Kuning, 2019). So, the technology helps the students to enhance their language learning in a fruitful way. However, Kuning (2019) believes that "the modern tools are in addition to the inputs given by the teachers in the classrooms." That means, students cannot just be based on the technology without a clear indication of what to do in relation to the instruction given by the teacher in the classroom.

Effective Speaking Skills Strategies to Evolve Students' Speaking Skills

According to Richard (2008) speaking skills in the teaching and learning setting have hardly been neglected in EFL/ESL courses. Notwithstanding, the same writer establishes that the problems reside in how to approach teaching of speaking to evolve students with effective communicative skills, which has been looked as methodological matter, an issue of a great educational debate. Therefore, Richards (1990 as cited in Richard, 2006) clearly unveils that Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies.

Moreover, Harmer (2007) states that a good speaking activity can and should be extremely engaging for the students. If they are all participating fully - and if the teacher has set up the activity properly and can then give sympathetic and useful feedback - they will get tremendous satisfaction from it.

From the general idea on the methodological sphere above, this section of the present work will actually focus on providing range of engaging activities which are effective for teachers to use so as to evolve students speaking skills, basically stated by Pratama, and Awaliyah (2016), (Richards & Rodgers, (1987), Anuradha et al (2014), Harmer, (2007) and others.

- **Discussion**

Anuradha et al (2014) believe that for the effectiveness of this activities, teachers should propose the objective of the discussion for students to be aware, then the groups are formed and they start with the discussion, where every member of the group should be involved and at end of the discussion, teachers announce the winning group.

- **Debates**

For Anuradha et al (2014), this strategy actually consists of students preparing their arguments in favour or against various proposition. When the students are over, they start with the debate. Moreover, there are groups of students who are appointed as "panel speakers" and these produce a well-rehearsed writing argument, whereas others, the audience pitch in as the debate progresses with their own (less scripted) thoughts on the subjects.

- **Simulation**

The simulation's activities are actually very similar to role-plays, however the difference between them is that role-plays are more elaborated, whereas in the simulations, students are told to bring some items to classroom to make the simulation a realistic environment. For instance, if a student is acting as a teacher, he/she should bring a cane, chalk or marker, overall, etc. (Pratama, and Awaliyah, 2016).

- **Information Gap**

In this activity, teachers instruct students to work in pairs. Therefore, one of the students is supposed to have information which other do not have, and then they share necessary information in order to solve a necessary problem (Pratama, and Awaliyah, 2016).

- **Brainstorming**

Pratama, and Awaliyah (2016) state that teachers provide a topic to the students, and then students generate ideas in a limited period of time. Then teachers come with some questions and students come up with different ideas as their answers.

- **Dialogue**

A dialogue is an activity which students have to listen to, repeat and memorize, focusing on proper pronunciation, intonation, stress and rhythm usage. They provide the structure and idea of how to use some types of patterns in some sort of situations. Usually dialogues illustrate socio-cultural situations of a target language, such as greetings, opinions exchanges, likes or dislikes, standard safe. Topics (weather, hobbies...etc.) that help students to memorize which utterance is suitable for each situation and then student exchange information in a mechanical way (Richards & Rodgers, 1987).

- **Storytelling**

In this activity, students are given orientation by the teachers to listen or hear a story or tale before coming to the class, after which they generate their own story to tell the colleagues. Thus, this activity fosters critical thinking, editing, including characters, express ideas etc. (Pratama, and Awaliyah, 2016).

- **Interviews**

Pratama, and Awaliyah (2016) say that in this activity, teachers instruct students to conduct interviews on selected topics with classmates or other students. Therefore, on

the base of the topics provided by teachers, students should prepare their own interview questions. Moreover, interview is also used in the introduction where students ask others to know more about themselves.

- **Story Completion**

For this activity, the role of teachers is to tell a story, however they stop narrating the story after some sentences. Then students can continue or guess sentences supposed used to conclude the sentences (Pratama, and Awaliyah, 2016).

- **Role Play**

For this kind of activity, students pretend as if they are involved various social environment or context as well as variety of social roles. Thus, in role-play activities, the teachers indicate the role of every student as well as clear instruction of the activity (Harmer, 2007).

- **Picture Narrating**

"This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating". (Pratama, and Awaliyah, 2016).

- **Reporting**

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their colleagues what they found as the most interesting news. Or else, students can hear something from others and report it (Pratama, and Awaliyah, 2016).

METHODOLOGY
The study paradigm and approach

This is an interpretative paradigm research because knowledge and meaning are acts of interpretation, hence there is no objective knowledge which is independent of thinking and humans reasoning Antwi and Kasim (2015) as cited in Gephart (1999). Thus, this paradigm helped to describe, translate and decode the terms and interpret the methods teachers apply to evolve students speaking skills.

Apart from that, study opted for qualitative approach and case study strategy given that data collection source is the natural environment, with the researcher as the primary instrument, trying to understand a single case (Kauark et al. (2010). Moreover, both approach and strategy were relevant to provide a combination of data taken from various perspectives, namely interview and observation and the provision of opportunity to have a direct contact with teachers for better exploration of the problem under study.

Subjects of the study and instruments of data collection

The study had 6 students of grade 12, stream A, B, C and D, and 2 teachers of English language as the subjects of the study, corresponding to a total number of 8 subjects, who were selected through probability sampling technique, where all students within the study participants had a specifiable chance of being selected (Dawson, 2002). Moreover, the adoption of this technique was behind the belief that any subject would be capable to provide effective information in relation to the study in question.

As for data collection, the study used only two instruments namely: semi-structured interview and non- participant observation. Therefore, Nkpa (1997, p 83) states that "an interview is a face to face interaction in which oral questions are posed by

an interviewer to elicit oral response from the interviewee". Whereas, observation consists of watching, aiming at getting necessary information without asking from the respondent (Kothari, 2004:96).

Considering that it is a qualitative approach study, the interview permitted a direct contact between the researcher and the subjects as to explore more on the matter under study, and observation served to provide solid fundament on the data collected through interview. Therefore, teachers and students were interviewed as well as observed having English classes.

Data collection procedure, technique and analysis
The data collection process took three weeks. The first and the second week, teachers were observed giving lessons. The first teacher was observed thrice in the first week and in the following week, another teacher was observed thrice. Thus, six (6) lessons were observed in total. Moreover, teachers were interviewed at the end of the lesson observation. However, the third week all students making part of the subject of the study were also interviewed.

For data analysis, the study opted for content analysis, since the study dealt with interpretative paradigm and qualitative approach. Therefore, there was a total absence of statistical data except the description of the subjects' responses in a narrative way and provided its interpretation and analysis. Moreover, for better understanding, the data was analysed in categories and each the category was generated through the specific objectives guarantee that each content is specifically discussed.

RESULTS AND DISCUSSION
In this section, the study presents, analyses, and interprets the data from interviews as well as observation, and finally discusses such data. The first data presented was from an interview and, lastly, from observation, as it appears below:

Teachers and students' interview data
It is worth stating that all the subjects of the study were interviewed, and the data from the interview was presented, analysed, and interpreted in the following categories below:

The strategies applied by teachers to evolve students speaking skills inside and outside the school
This category had as its objective to identify the strategies used by the teachers in the classroom so as to evolve students speaking skills. Therefore, find below the responses:
Tr 1 said that: "There are a lot of activities that we were supposed to give our students, but because of their level, we limit them by providing them sometimes dialogue. As **Tr 2** stated, a lot of our students do not speak English, and so what I do to see them develop their speaking skills is just teach them grammar rules and translate them and some words to see if they understand and start using them while communicating.

However, **St. 1** disclosed that our teachers do not teach us speaking strategies; they just rely on giving us composition and grammar activities as homework. Similarly, **St2** unveiled that if my teachers provided speaking strategies, I would not be at this level of English.

And **St. 3** affirmed that: All I do in the English classes is copy what the teachers' write on the board, even without understanding the matter in discussion. Likewise, **St. 5** said that: We write what is on the board, and teachers explain in our mother tongue because we do not understand English.

Finally, **Sts. 4** and **6** disclosed that teachers sometimes provide us with dialogue to memorise and bring.

Therefore, considering the subjects 'responses, it can be disclosed that although there is awareness of the strategies that should be applied by the teachers to evolve students speaking skills inside and outside the school, there is a limitation in implementing them in the classroom because of the low level of students in terms of speaking, so teachers sometimes limit themselves in providing dialogue, notwithstanding that teachers just give grammar and other content, including composition, which fosters only writing skills.

The procedures used to evolve students speaking skills inside and outside the school
This category had as its objective to describe the procedures and strategies used to evolve students speaking skills inside and outside the classroom. Therefore, find teachers' responses below:

Tr 1 stated that: "During the dialogue activity, first of all, I write on the board and ask students to write it down, and then I call two students to play the line of speakers, either A or B, as written on the board.

As **Tr 2** revealed, In the grammar rules that I teach my students, I use SVO/C, then I translate it into the students' native language and also make students compare it with their native language; it makes it easy for them to speak."
However, **St. 1** revealed that: "Most of the time teachers do not call us to communicate; like I said, there is no speaking activity; we just write compositions at home and submit them; that is all. Similarly, **Sts. 2** and **3** revealed that we do not have any speaking activity at all in the classroom, except for looking at teacher speaking during the classes.

St. 4 said that: "I remember at the beginning of the term when the teacher was asking us to introduce ourselves, and then he wrote on the board some items about self-introduction to go home and memorize." Likewise, **Sts. 5** and **6** said that teachers do not do anything to foster our speaking skills; consequently, there are no procedures used to teach speaking because teachers only write the content on the board and we just copy it. So, taking into account these ideas, they actually disclose that teachers rarely provide activities to evolve students speaking skills; consequently, there is no evident procedure used by them to evolve students speaking skills inside and outside the school, except dialogue, which students have to memorise and play the role of transcripts on the board.

Effective strategies used to evolve students speaking skills for communicative purposes inside and outside school
This category has as its objective to propose effective methods that teachers should use in order to effectively evolve students speaking skills for communicative purposes inside and outside the school. Thus, find the teachers responses below:

Tr 1 unveiled that: Our programme should change; we cannot teach English as a subject for students that do not know how to speak the target language. The first effective strategies are to teach English as a second language. Students should have it from the beginning, that is, in primary school, and after 6 years, they should be proficient speakers.

In the same vein, **Tr 2** suggested the following: The curriculum that we use is not appropriate for our reality, as our strategy is to design the curriculum according to our reality. Secondly, the classroom should be equipped with good learning material and qualified teachers. So, it would encourage students to speak, and consequently, in the classroom, it should be very easy to use other speaking strategies, for example, discussion, interview, debate, etc.

While **St. 1** disclosed that teachers should teach us English as a language, giving us the speaking strategies step by step apart from the dialogue, that is, from the alphabet to other things. We need to interact with people speaking English as well as Portuguese. Likewise, **Sts. 2** and **3** stated that teachers should help us speak first and then give us composition and grammar because we do not understand. So, if we learn to speak English, it will be very easy for us to write anything.

Finally**, Sts. 4,** 5, and **6** said that: We know that speaking is essential, so we need to greet people, tell stories, sing, or play a role in a certain event, for example, a receptionist or an interview in the case of looking for a job, so teachers should teach us how to speak according to our reality.

The ideas on the effective strategies used to evolve students speaking skills for communicative purposes inside and outside school are very evident, which are the change of the English programme to be based on the teaching of English not as a subject but as a language, an equipped classroom and school, dynamic teachers, and teachers equipped with knowledge of teaching technique so as to evolve students' speaking skills through different activities.

Observation Data

The observation took two weeks, the first week, three lesson of a teacher were observed and the second week three lesson of the other teacher, since the study opted to have two (**2**) teachers as subject. Although, the teachers were two, during the observation they were considered as one since the focus of the study was on the activities used to evolve students' speaking skills. Therefore, if one activity was repeated less than four (**4**) times in six (**6**) observed lesson, so the rate of occurrence of this activity was considered negative marked by **NO** in the table, if one activity was repeated four (**4**) or more times, then the rate of the occurrence of this activity was considered positive, marked by **YES**. However, if one activity was repeated three (**3**) times was then considered **NEUTER** because the occurrence of activity during the six (6) the lessons were just **half**.

Ord	Observed behavior	YES	NEUTER	NO
01	Teachers giving debates activities in the classroom			▓
02	Teachers giving simulation activities in the classroom		▓	
03	Teachers giving Information Gap activities in the classroom			▓
04	Teachers giving Brainstorming activities in the classroom			
05	Teachers giving Dialogue activities in the classroom	▓		

06	Teachers giving storytelling activities in the classroom			
07	Teachers giving interviews activities in the classroom			
08	Teachers giving story completion activities in the classroom			
09	Teachers giving Role Play activities in the classroom			
10	Teachers giving Picture narrating activities in the classroom			
11	Teachers giving Reporting activities in the classroom			

Considering the table above, it is clear that the unique activity that was notorious was dialogue. This activity was repeated four times among the six observed lessons. However, the procedures and instructions given to students were different from those established in the literature review of this article. Therefore, teachers provided a text for students to read and memorise the most important words and come to the class to speak to others. However, the conversation was mechanical because some students just memorised it but did not understand effectively the form and meaning of some words, sometimes the use, that is, the context in which the word was used, because students' job was not only to memorise such words but also to find the meaning.

According to the table, two activities were seen as neuter since these activities were repeated three times, namely: simulation activities and role play. However, it is worth mentioning that activities were not effective because students do not speak English; only some students could do that. Since it did not involve a lot of students, teachers could not provide it more than once because the same students were always demonstrating the activity in front of the class.

According to the table, it is very clear that, unfortunately, the rest was just a lesson based on the grammar, whereby students were just repeating some vocabulary that the teachers pre-taught and gave some exercises for students to do. It is worth disclosing that the exercise was based on grammar points that the teacher gave.

It was very notorious that there was no flow of exercises that might actually evolve students speaking skills because more than two factors were found out: the first is the low level of the students, and the second is the low effort of the teachers and students, since teachers spend their majority of time speaking the native language of the students in the classroom, even sometimes translating every word that they use during the classes.

Discussion
This discussion was done through the categories presented in the previous section, which are: (i) the strategies applied by teachers to evolve students speaking skills inside and outside the school; (ii) the procedures of strategies used to evolve students speaking skills inside and outside the school; and (iii) the effective strategies used to evolve students

speaking skills for communicative purposes inside and outside the school, as can be seen below:

The strategies applied by the teachers to evolve students speaking skills inside and outside the school

As for the strategies applied by the teachers to evolve students speaking skills inside and outside the school, the results show that although there is awareness of the strategies that should be applied by teachers to evolve students speaking skills inside and outside the school, there is a limitation in implementing them in the classroom because of the low level of students in terms of speaking, so teachers sometimes limit themselves in providing dialogue, notwithstanding that teachers just give grammar and other content, including composition, which fosters only writing skills.

Therefore, it is worth stating that there is actually a difference between having knowledge and applying it. Teachers' awareness of a series of teaching items, including the strategies that should be used to evolve students speaking skills, without applying them is valueless. The value of knowledge is its application, specifically when it comes to teaching speaking skills. So, teachers should always remember the principles of teaching speaking skills as stated by Anuradha et al. (2014), which disclose that teaching speaking skills is very simple as long as some principles are taken into account and teachers should never ignore them, so teachers should encourage students to speak right from the first day. If not, as early as possible and without waiting till she teaches them a stock of words, phrases, or sentences, tolerate the students if some of them simply repeat what they say; if a student gives a one-word answer to any question, bear it for the time being; let students speak actively with whatever English knowledge they have.

However, if teachers want to teach English and then ignore putting into practice the teaching knowledge that they have, they will never contemplate their students progress. That is the reason why the results show that students have low speaking levels, which limits teachers' ability to provide more speaking activities to evolve students speaking skills because teachers failed to encourage students to speak right from the first day as one of the principles established by Anuradha et al. (2014).

So, teachers should be dynamic towards the teaching of English language, in particular speaking skills, and never neglect it, as it has been a notorious behaviour of most English teachers nowadays. That is the reason why Richard (2008) discloses that the teaching of speaking skills in the teaching and learning setting has hardly been neglected.

Thus, teachers cannot limit themselves when it comes to evolving their students speaking skills (Umotong & Dennis, 2018). If the students' skills are low, like the ones the results show, then more effort must be employed by both the teachers and the students to reverse the situation, because being an English teacher means making students speak English through an understanding of their level and an effective mechanism to reverse the situation. Richards (1990, as cited in Richard, 2008) clearly reveals that teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies. Moreover, Harmer (2007) states that a good speaking activity can and should be extremely engaging for the students. If they are all fully participating, and if the teacher has set up the activity properly and can then give sympathetic and useful feedback, they will get tremendous satisfaction from it. Otherwise, the student will remain at the same status and level.

Teachers should not just provide grammar points and mechanical dialogue for students. Grammar develops students' grammatical competences, and mechanical dialogue is helpless when the students do not understand the context in which the dialogue is set.

Therefore, while dealing with dialogues, the teachers should state topics (weather, hobbies, likes or dislikes, etc.) that help students memorise which utterance is suitable for each situation, and then students exchange information in a mechanical way (Richards & Rodgers, 1987).

If teachers do so, they will not have the opportunity to collect the fruit of the time they spend in the classroom teaching because, in fact, there are reasons for teaching speaking skills in the classroom and to get students developing their speaking skills. Thus, Harmer (2007) states that there are three fundamental reasons for getting students to speak in the classroom while the lesson is happening. Since the ability to communicate in an effective way is a key skill, English teachers should take responsibility for developing speaking skills in students. Students whose speech is confident will not only gain a tool for communicating with others and understanding other school subjects, but it will also provide them with an advantage in all aspects of their future (Ceranic, 2009).

The procedures of the strategies used by the teacher to evolve Students speaking skills inside and outside the school

With regards to the procedures of the strategies used by the teachers to evolve students speaking skills inside and outside the school, the results show that teachers rarely provide activities to evolve students speaking skills; consequently, there are no evident procedures used by them to evolve students speaking skills inside and outside the school, except dialogue, which students have to memorise and play the role of transcripts on the board.

In fact, there are no procedures where there are no activities. If teachers do not teach speaking skills, how will it be possible to describe the possible steps to follow? It may be applicable but not efficient because being an English teacher means teaching to get students to speak English to communicate with others throughout the world through a range of activities that should be done in accordance with the steps. The truth is that these steps will allow students to understand what they say on their own and evolve their speaking skills, because that is what students want and deserve. According to Chaney (1998, p. 13), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts". Additionally, Burns & Joyce (1997) and Luoma (2004, p. 2) see speaking as an interactive process that consists of constructing meaning and involves producing, receiving, and processing information in the social sphere.

So, if students do not speak English, the presence of teachers in the classroom is worthless, because the understanding behind this issue is that the teachers are failing their mission. That is why it sounds shocking to understand that teachers rarely provide activities to develop students speaking skills. Anuradha et al. (2014) reveal that teachers should be well prepared in advance in terms of lesson planning, activities, and tasks; propose structures, phrases, and words and let the students use them in different situations and drill as much as possible; organise role play and pair-work as much as possible; and supervise the learners to correct the active ones and activate the passive ones so as to get them to speak.

Additionally, while teaching speaking skills, teachers cannot be based only on dialogue because there are many and different activities rather than dialogue. Thus, while teachers are teaching speaking skills, they should explain the activity and provide the procedures to follow because the procedure of the dialogue observed in this study is actually different from what much literature suggests.

Moreover, the focus of the speaking activity cannot just be mere skills, in which the concern is just the interaction with others in the social or academic sphere. However, it is worth considering that speaking skills have other dimensions. Richard (2008) argues

that different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness. Consider the various ways in which it is possible to ask someone the time and the different social meanings that are communicated by these differences. The same writer establishes three dimensions of speaking: speaking as interaction, speaking as performance, and speaking as transaction.

However, for that to happen, teachers should emphasise the teaching of speaking skills in the classroom, and step by step, students will start reaching each level. Teachers should neither neglect nor ignore their job, so they should provide effective steps for each activity for students to remember at home and make use of in further learning.

The Effective Strategies Used to Evolve Students Speaking Skills for Communicative Purposes Inside and Outside School

In relation to the effective strategies used by the teachers to evolve students speaking skills for communicative purposes inside and outside school, the results show that there should be the change of the English program to be based on the teaching of English not as subject but as language, the school and classroom should be equipped and there should be dynamic teachers and equipped with knowledge of teaching technique so as to evolve students' speaking skills through different activities.

One of the problems that Mozambican schools face when it comes to teaching of English is the use of books and material which reflects other context, specifically, speaking English country context, where the material they use is to teach a certain subject, taking into account their reality and level of knowledge. However, we are dealing with a context where people do not speak English, so the first thing to do is to learn the target language and later after the mastering of the language we should learn other things through the language. For this, there is a need of having appropriate material in the classroom. Tolasa (2018), the classroom condition is seen as one of the factors which can promote or not the success of speaking skills teaching. In the same way, Silberman (1996 as cited in Tolasa, 2018) discloses that the classroom itself, that is, the material, layout and appearance are essential in the promotion or breaking of an active teaching of speaking skills process.

However, before looking at the material and classroom condition, the results clearly shows that the program (curriculum) itself is not useful for the context in which the English is being taught. That is why, Tolasa (2018) states that among the classroom condition: the availability, adequacy of the program, and appropriateness of the furniture such as chairs and desks, seating arrangement and class size can be the promoting factor in developing speaking skills. The same writer believes that if the school program, the classroom condition is favorable and motivating, it facilitates interactive learning where as if it is not conducive, it has potential to impede the teaching learning process.

So, as results show that the programs cannot be based on the teaching of English as subject but as language, Momade (2021) considers this idea as being helpful by saying that the teaching of speaking is a useful tool when it is based on teaching of English as a language and not as subject, in addition to highly qualified teachers and be well equipped classroom with teaching aids.

It worth considering that if the program is good and focus on the reality of the context, but if there are no qualified teachers and well-equipped classrooms with teaching aids, it will also cause serious problems in evolving students speaking. So, the government should do their best to equip classrooms and hire qualified teachers for such effects, in case they want see their students speaking English well and without taking long time. In addition to qualified teachers, they should be very dynamics as the results states. So, they should not just focus on the course books only, but they should also enlarge the minds of the students with other teaching material, such as modern teaching material,

for example the technology such as: internet, video library, pod casting, Quick Link Pen, Blogging etc. (Kuning, 2019). So, the technology helps the students to enhance their language learning in a fruitful way. However, Kuning (2019) believes that "the modern tools are in addition to the inputs given by the teachers in the classrooms."

CONCLUSION
The objective of this study was to analyse teachers' strategies to evolve students speaking skills at Mozambique Island Secondary School, and conclusively the study demonstrates that although there are awareness of the strategies that should be applied by them to evolve students speaking skills inside and outside the school, there is a limitation in implementing them in the classroom because of the low level of students in terms of speaking, so teachers sometimes limit themselves in providing dialogue, notwithstanding teachers just give grammar and other content including composition which fosters only writing skills. Moreover, teachers rarely provide activities to evolve students speaking skills, as a result there is no evident procedures used by them to evolve students speaking skills inside and outside the school, except dialogue which students have to memorize and play the role of transcripts on the board, which were not effective for the low level of speaking and comprehension of the students.

For this phenomena, as mechanism, there should be the change of the English program to be based on the teaching of English not as subject but as language, the school and classroom should be well equipped with teaching aids, and there should be dynamic teachers and equipped with knowledge of teaching technique so as to evolve students' speaking skills through different activities. Since teachers just limit themselves in providing only dialogue and grammar points, which cannot be enough activities and dynamism on the side of teachers to contemplate the progress of their students. The mission of an English teacher is to make their students speak English language well through the employment of various tools in this modern time.

RECOMMENDATION
Through the conclusion remarks, the study provides the following recommendation:
1. Government should equip public schools with English teaching aids;
2. Government should hire qualified teachers with training or experience in ELT;
3. Curriculum designer should design a curriculum which is relevant to our context
4. Curriculum designer should design a curriculum in which should be taught as language and not as subject, considering the following levels: A1, A2. B1, B2, C1 and C2 as the institute of language does.
5. Teachers should make effort to use adequate methodology to change the situation of the students, raising them from low and high level of speaking and never ignore it.
6. Teachers should implement all the possible speaking skills activities in the classroom while teaching if applicable to make the lesson interesting and to continuously evolve students speaking skills;
7. Teachers should make use of other modern resources as technology to promote speaking skills in the students;
8. Students should take their responsibility and willingness to learn the language and improve their speaking skills for communicative purposes;
9. Students should not wait for their teachers; they should also make something on their own to advance their learning (this student-centered learning);
10. Students should follow their teachers' instruction, as long as the teacher is the moderator, facilitator etc.

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