

Enhancing Motivation in Speaking at Basic Level

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted By
Deu Kumari Mukhiya**

**Faculty of Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal
2025**

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**T.U. Regd. No.: 9-2-758-6-2014
M.Ed. Fourth Semester Examination
Exam Symbol No.: 7628022/076**

**Date of Approval of;
Thesis Proposal: 14/08/2023
Thesis Submission: 13/04/2025**

Declaration

I hereby, declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 12/04/2025

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Recommendation for Acceptance

This is to certify that **Ms. Deu Kumari Mukhiya** has completed her M.Ed. thesis entitled **Enhancing Motivation in Speaking at Basic Level** under my guidance and supervision.

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Acknowledgements

It is a matter of privilege and opportunity for me to express my deepest gratitude to all those who have contributed to the completion of the thesis. Without their support, guidance, encouragement and individual feedback, this endeavour would not have been possible.

First and foremost, I am immensely grateful to my honourable supervisor, **prof. Dr. Gopal Prasad Pandey**, Head and Reader, Department of English Education, T.U., for his close supervision, encouragement, patience and mentorship throughout the entire research process. His constructive feedback, insightful suggestions and unwavering support have been instrumental in shaping this study. Similarly, I would like to thank members of my thesis viva committee **Dr. Tara Datta Bhatta and Dr. Hari Maya Sharma** for their expertise and constructive feedback which have significantly supported for the completion of the thesis writing.

I would like to express my heartfelt gratitude to the members of my proposal committee, **Dr. Kamal Raj Devkota and Mr. Resham Acharya**, lectures and teaching assistant, Department of English Education T.U., for their expertise, valuable guidance and constructive feedback during proposal which have significantly supported for the completion of the proposal and directed for the thesis writing. Their memberships have expended my understanding of the subject matter and developed the students' speaking of my study.

Furthermore, I would like to extend my appreciation to the librarians of curriculum Resource Centre for their regular support for providing books, dissertations and required materials via physical and e-library. Those resources have broadened the scope of my study.

I am indebted to my family for their unconditional love, encouragement and belief in my abilities. The consonant support and understanding have been my source of inspiration and strength throughout this journey. Similarly, tremendous gratitude goes to my friends, relatives and teachers for giving valuable suggestions and motivation while preparing and editing the thesis despite their busy schedule.

I am deeply thankful to the community schools of Phakphokthum Rural Municipality for their cooperation and friendly nature. In this way, I would like to thank all the respondents for their kind support and honest participation whose participation made my study possible.

Thank you once again for your valuable support and guidance.

Deu Kumari Mukhiya

Abstract

The research entitled "Enhancing Motivation Speaking Skills Used by Basic Level English Teachers" aimed to explore the different strategies that the basic Level teachers use in teaching speaking skill. I used survey research design under quantitative research approach where open-ended and close-ended questionnaires were used as the primary data collection tools. Forty respondents from the eleven-community schools were selected using random sampling procedures. The data collected were analysed and interpreted thematically. The finding revealed that teachers employed a range of strategies to develop students' speaking abilities. Among them, role play was the most frequently used technique. Other strategies included dramatization, simulations, communicative activities, dialogues, and group work. These results suggest that teachers adopt diverse and interactive methods to actively engage students and enhance their speaking skills. Therefore, the study highlights the effectiveness of techniques such as role plays, dramatization and strengthening speaking proficiency.

The thesis consists of five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study and delimitation. The second chapter deals with the review of related theoretical literature, review of related literature and conceptual framework. The third chapter deals with research design, sources of data, population and sample, sampling procedure, data collection tools, data collection procedure and method of analysis of data. Chapter four deals with results and discussions. The fifth chapter deal with conclusion and implication of the research.

Table of Contents

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Acknowledgements</i>	<i>v</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>x</i>
Chapter 1: Introduction	1-5
Background of the Study	1
Statement of the Problem	2
Objectives of the Study	3
Research Questions	4
Significance of the Study	4
Delimitation of the Study	4
Definition of the Key Terms	5
Chapter 2: Review of Related Literature and Conceptual Framework	6-17
Review of Related Theoretical Literature	6
Review of the Empirical Literature	12
Implications of Reviewed Literature	16
Conceptual Framework	17
Chapter 3: Methods and the Procedures of the Research	18-21
Design and Method of the Study	18
Source of Data	19
Population, Sample and Sampling Strategy of the Study	19
Tools for Data Collection	20
Data Collection Procedures	20
Data Analysis and Interpretation Producer	20
Ethical Considerations	21
Chapter 4: Analysis and Interpretation of Data	22-36
Analysis and Interpretation of the Data Obtained from Questionnaire	22
Interpretation and Discussion of Closed-ended Questions	23

Interpretation and Discussion of Open-ended Questions	31
Chapter 5: Conclusions and implications	37-41
Finding	37
Summary	38
Conclusion	38
Recommendation	39
Policy Related	39
Practice Related	40
Further Research	40
References	
Appendix	

List of Tables

	Page No.
Table 1 Strategies Used to Develop Speaking Skill	23
Table 2 Engagement Students in Interaction	25
Table 3 Techniques Used for Speaking	26
Table 4 Problems Faced While Developing Speaking Skill	27
Table 5 Problems faced While Use of Mother Tongue	28
Table 6 Problems Faced While Developing Speaking Skill in Lack Exposure	29
Table 7 Problems Faced While Developing Pronunciation Skill	29
Table 8 Techniques to Develop Speaking Skill for Shy Students	30

Chapter 1

Introduction

This chapter includes the background of the study statement of the problem, objectives of the study, and operational definitions of the study.

Background of the Study

Speaking skill is defined as a skill which allows us the ability to convey information verbally and in a way that the listener can understand. "Speaking skill helps to communicate between each other's" (Muste,2016). It's an act of making vocal sounds. We can say that speaking means to converse or express one's thoughts and feelings in spoken language. To speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address. Speaking is an act of making vocal sounds. Speaking skills are the skills that give us the ability to communicate effectively. These skills allow the speaker to convey his message in passionately, thoughtfully. Speaking is the productivity skill in the oral mode. It is more complicated than other skills. Januariza (2016, pp.468-474), states "Speaking is one of the important skills that students should master, to master the skill, the students, certainly, should have much practice, should be self-confident, not be nervous, no be anxious, must be brave, enjoy speaking." "Speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting." Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom fun and dynamic. Speaking also happens in the context of limited processing capacities due to limitation of working memory, and thus a consequent need for reutilization or automaton in each area of production series. This means that the speaker should process the information that he listens to the moment he gets it. "Speaking is an interactive process in constructing meaning that involves the production, reception, and processing of information" (Brown, 2001, P. 2) According to Harmer (1990, P.12), "Speaking skill can be obtained by applying three things, namely introduce a new language, training and communicative activities" Language is developed with the evolution of human being and it has been

growing day by day in a various way and now people can get opportunity for sharing their feelings, experiences, knowledge through verbal mode.

English language plays vital role in the present context of Nepal. English language is a second language for Nepalese people. Language skill is necessary to learn language because people possible to learn when they can speak fluently similarly, reading and writing skill also crucial role for fulfil human desire. Therefore, language skills are as precious elements for human communication. So, speaking skills are one of the most important skills, as they allow us to communicate with others and express our thoughts and feelings. Teachers are focused to improve students speaking skills with else four skills whenever, students motive which are enhancing factors interested or they want to participated in speaking classroom. According to Byget (1987 p.121), "Speaking is a workbook for teachers to forward their own development." The concept of teacher development is rather new, but it has nevertheless established itself quite firmly in last few years.

To sum up, it can be difficult to get students who actively participate in the speaking practice activities which are designed to prepare them for such situations. "Research tells us that feel confident motivated, supported and able to experiment with language" according to Dornyei (2003 p.12), We can do this by combining five key elements; time, immersive speaking activities, engaging relevant topics, positive peer interaction and supportive feedback which are provided to the learners with a safe speaking environment.

Statement of the Problem

In the context of Nepal, English language taught and learnt as a compulsory subject from elementary to tertiary. Generally, four language skills are basic ways of language communication. Speaking skill is important skill among them. So, I have chosen this topic because eleven different community school teachers are teaching speaking skill to fulfil their duties, but they do not improve students' language skills. But present context of competition between community schools in different level and the ways of teaching speaking and motivating factors might be varies among school. Therefore, I want to explore such motivating factors that influence speaking skill of basic level students. Language is the most widely used means of communication

which is common to all and only human beings. It is the unique gift that helps to share thoughts, ideas, feelings desires, and experience with each other's. Speaking is a primary medium of communication. Speaking abilities lies at the heart of any ELT programme that aims at making students able to communicate in English accurately, fluently and appropriately.

Teachers are teaching English language skills primary level to college level. But English language skills seem to be weak in community school students. Similarly, spoken language is much weaker than other three language skills. In the context of Nepalese community schools, one of the concerned factors might be teaching speaking skill to develop language skill of students. Self-assessment and reflection, suitable speaking environment, engaging relevant topics, positive peer interactive and supportive feedback etc. are some ways for developing speaking skill. I have attempted to carry out different enhancing factors in teaching speaking of the basic level school students. Teachers and students should be conscious about the enhancing factor for improvement speaking at basic level. Therefore, these factors may play vital role in English speaking skills in classroom participation. So, participation in the English-speaking skill makes effective and fruitful. They might be felt difficult in teaching and learning process. Speaking skill is one of the skills which need more courage and motivation because most of students hesitate to speak though they are familiar with topic. Students get difficulty in sharing ideas and thoughts in front of class and classmates. I had also faced the same problems during my schools and college. I wanted to hide from the sight of teachers due to hesitation of speaking. Especially, speaking in English made me frightened and I had to study English period with fear of speaking. Still, most of the students have the same problem as I had faced. Therefore, I wanted to analyse such motivating factors that enhance students' speaking skill. Speaking play's vital role in to learning process so, I thought it should be emphasized. I wanted to find out some strategies and techniques which make students capable to speak confidently and fluently with friends and teachers.

Objectives of the Study

The objectives of this study were as follows:

- To find out factors enhancing speaking skill at basic level.

- To identify strategies that enhances speaking skill of students at basic level.

Research Questions

The following research questions were used to elicit the information from the participations to address the objectives of the study:

- a) What strategies/techniques do teachers use to increase students' speaking skill?
- b) How do the teachers motivate students to engage in speaking skill activities?

Significance of the Study

Primarily this study will be helpful to understand present situation of students participating in speaking skill. This study will attempt to find out the participation in speaking skill of basic level students. So, this finding of this study supposed to be significant in the field of speaking skill in classroom English language teaching and learning or its research areas too. Furthermore, it will be beneficiated for students as well as teachers. It will help to develop the students in speaking skill by motivating factors. This research will guide for further study of English-speaking classroom and participation in classroom activities.

Delimitations of the Study

The study had the following delimitation.

- The area of study was confined to Ilam district.
- Forty English teachers of lower secondary were selected using purposive sampling procedure.
- The study was limited to eleven lower secondary school of Ilam district.
- The study was limited on forty English teachers of basic level.
- Data were collected through a set of questionnaires.

Operational Definitions of the Key Terms

The following key terms had been used in my study so, the operational meaning of the terms is as follow:

Speaking Skill

Speaking skill is defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. The skill ability to speak confidently and fluently is something which children had been developed during their time at school, and something that had helped them throughout their life.

Motivating factors

Factors of motivation are strategies, incentive, recognitions and any other elements that increase an employee's overall motivation to perform their duties at work. You implement several different factors of motivation within our team or increase productivity and satisfaction.

Development

Development is the act of improving by expanding enlarging, or refining in their classroom activities. In the context of school classroom teaching and learning process the children are increase in their work.

Basic Level

Basic level means a school providing the level of education from kindergarten up to the junior high school level. It means an education institution creating for children in day nursery kindergarten, primary and junior secondary school.

Chapter 2

Review of the Related Literature and Conceptual Framework

This chapter consists of the detail descriptive of reviewed works and their implication on the study. In the same way, the theoretical concept and conceptual framework had been also inserted under this chapter.

Review of Related Theoretical Literature

The theoretical literature is a theory that had been applied to interpret and understand information in my study. It provides the foundation to find out the area of problem. Therefore, this section includes the theories, purpose of using them and contribution of those theories in my study. In order to provide a strong theoretical base my study, different theories had been desalted and describe throughout the study. This review encompasses various theories that examine the factors including for developing speaking skill.

Motivation

Motivation is the process of arousing the action, sustaining the activity in process and regarding the pattern of activity. It is accepted both teacher and students are the key factors that influence the success of second language learning. Motivation is one of the powerful ways behind human behaviour.

Motivation is crucial in language for learning process because it determines whether the action of second language acquisition is under taken by the learner and to what intent he is ready to continue this intellectual effort. Motivation is the internal feeling that arises from the process that stimulates individual to perform and inspires capabilities for achievement of particular goals. Cooker & Schmidt (1991) define it as “interest in an enthusiasm for the materials used in class persistence with the leaning task, as indicate by levels of attention or action for extended duration; and level concentration and engagement.”

Motivation is categorized as intrinsic and extrinsic which are as described as bellow:

Intrinsic Motivation. Intrinsic motivation refers as the doing of an activity for its inherent satisfaction rather than for separable consequence. It intrinsically motivates students are moved to act for fun or challenges other to entailed rather than because of external products, pressures, or rewards Ryan and Deci (2000, p.56).

Extrinsic Motivation. When individuals engage in activities that are not personally enjoyable to them but are exerting motivation. Extrinsic motivation is present when the incentives to engage in an activity are outside the individual and the reinforcement is due to an outside source. For example, when a child is committed to an activity, he takes no pleasure in but he receives a reward for his work, he is being motivated to do this task because of an outside source, the reward. Researchers' learners may process informing to meet minimal classroom requirements Hsieh (2011, p. 627-628).

Thus, motivation is the main impact of the learning. It's stimulated to students learnt without motivations towards learning it is impossible to learn any of work.

Motivational Factors

Motivation includes various types of motivational factors for developing speaking skill. Those factors stimulate speaking skill classroom. Motivational factors are techniques that promote the individuals goal related. However, it can be difficult to get students to participate actively in the practice activities. Some motivational factors are described as bellow;

Self-assessment and Reflection. Self-assessment and reflection help to involve students reviewing their work and reflecting on their learning progress. This helps students to participate in and take ownership of their own leaning. Through self-assessment and reflection, learners learn to assess their own learning for the purpose of improving it. To become capable assessors of their learning, learners must have clear goals, the opportunity to help create a definition of quality work, ongoing feedback, and the opportunity to correct or self-adjust their work.

Self-assessment and reflection activities help to promote self-directing learning throughout the course. Before a lesson, self-assessment and reflection help students to activate prior knowledge. During a lesson, these activities help students to

contextualize and identify deeper connections and reflections and give students tools to evaluate their strengths and weaknesses.

Suitable Speaking Environment. Immersive tasks support learning provides a safe environment for speaking, boost self-esteem and increase intrinsic motivation. It allows learners to engage in the kind of conversation and interaction patterns that take place in the classroom.

Engaging Relevant Topic. We all know that it is difficult to formulate ideas about a topic. We should care little about engagement with speaking activities which is more effective work of increasing speaking skill in classroom activities. When we have material connected to the learner's experiences and background knowledge it helps to engage effectively with relevant topic in speaking skill. (Maltze and Hamann (2004) However, "it can be difficult to find topics that suit our classes, especially when students have such wide-ranging interests."

Positive Peer Interaction. Positive peer interaction means between the two people or students to talk in right concept interaction to make students' interesting fun and enjoy in their interaction. Positive peer interaction factors help to develop confidence in students because for students, peer pressure can be a cause for anxiety weaker students may feel embarrassed to speak in front of stronger students. But in this case, this factors we should turn peer pressure in to peer support and create a happy atmosphere in which learner encourage each other, after that students feel comfortable trying out new knowledge in speaking skill. And students show interest to participate in activities and they can talk easily with peer interaction.

Supportive Feedback. Supportive feedback is given to encourage in speaking skill. And it has been helping the students to participate actively in speaking skill. In this section, teachers are teaching English speaking skill in different classes, the teacher should provide to various positive motivation. Positive motivation stimulates to students participated in speaking skill. Therefore, positive feedback is necessary impact for developing speaking skill. Similarly, it increases in progress of their speaking skill.

Use of Real-World Context. A real-world context is a situation or problem with a real setting. It helps to attempt the answer of specific questions about a

situation that could occur in the real world by develop assumptions and simplifications, applying relevant aspects of learner physics knowledge to determine both symbolic and numerical answer. Teachers give a real-world context to the students' learning, it helps them to understand the global context of their lives, explore, parallels and differences, and practice critical thinking. Encouraging students to read and discuss the news also help to improve their vocabulary and speaking skill. Using real world context, students will be able to relate the lesson presenting in a classroom setting to something familiar in his or her daily life. In the present context of Nepal, students can learn using different digital object such as a tweet by political leader. However, they must be specific objects that have a specific real context object that exist in a particular time and place.

Use of Authentic Materials. Authentic materials are materials produced for native speakers for the transmission of information, not for pedagogical purposes. Incorporating their materials to use in a speaking class for non-native English speakers allows teachers to show students how the target language is used in everyday life outside of classroom setting. Authentic materials are any materials written in English that was not created for international use in the English language classroom. Authentic materials help to native speaker to learn effectively. Using this content speaker to teach the English language can make the learning process even more engaging, imaginative and motivating for students. Authentic materials are considered as a beneficial tool for teacher and students teaching speaking skill. It helps the students to learn with self-motivation, engage in learning process with imaginative in new thing and give interest in effective learning. Authentic materials can add more engagement and interest for the learner. Students appreciate the lessons and remember new words through authentic materials in teaching learning classroom.

The Importance of Speaking Skill

In the traditional approaches of language and teaching, the skill was neglected in many classrooms where the emphasis was mainly on reading and writing. Speaking skill is a productive skill. This language speaking skill needs to support us to communicate with others and express our thoughts and feelings. Through public speaking students can build their confidence in learning ways and we can overcome any challenges that we encounter when giving speeches. Speaking skill helps to us to

perform well, students may receive positive feedback from moderators and audience member, who can help build students' confidence in speaking. Speaking skill is something that should be developed as early as possible, it is not just a way to increase confidence and self-esteem in students, but also assists them in learning to build relationships with others people. Speaking skill builds clarity in thought because students have to think about the information they want to give. It also builds grammar skills because a complete sentence has a variety of grammatical pieces.

Good speaking skill is important to a teacher to improve instruction or affective communication skills, leading to better comprehension and improvement of academic outcome. Speaking skill helps to connect with teachers and resolve conflicts and to communicate with students and parents.

Strategies for Developing Speaking Skills

Speakers need to use communication strategies of various kinds where they lack words, phrases or structures in English. Learners use gestures and paraphrase in their attempts to achieve clear communication. Speakers need to check that they have been understood and may need to repeat or clarify what they have said, in other words they need to adjust what they say in order to be comprehensible. Students often think that the ability to speak a language is the product of language learning, but speaking is also crucial part of language learning process. Bashir, Azeem & Dogar (2011) provide following strategies for developing speaking skills. Effective instructors teach students speaking strategies using:

Drilling. A drill is classroom technique to aid memorisation by way of spaces repetition. In another word, it means listening to a model, provided by the teacher, or a tape another student repeated to them what is heard. It helps to improve fluency and accuracy in speaking. Oral drill could help students to use new language many times in real communicative situation especially in doing interactive speaking activity. (Hidayat, 2022).

Dialogue Completion. A dialogue completion is a technique for speaking skill. It is a kind of a task in which two or more students involved in a conversation (Mohammed Elhassan & Adam, 2017). The teacher uses this technique for developing

speaking skill of students. Students involve in these techniques using various formats such as to communicate to a related topic, future plan, interested hopes etc.

Word Game. A spoken game is a game which uses words instead of cards, boards, game pieces, or other paraphernalia. Word game can often also be categorized as guessing games (Kultsum, (2017). We play this game in a classroom simply connecting the letters in the circle to create words using the same letters.

Role-play. Role play is another crucial impact of speaking skill. It is very important in teaching speaking because it gives students an opportunity to practice communicating speaking in different social context and in different social roles (Krebt, 2017). The scenario might be task-oriented, such as trying to shop for a list of presents or solving a specific problem.

Simulation. Simulation and role-play enhance the student's speaking skills by giving a lot of communication practices by simulating a real-life encounter as in the real world and enable students to learn new vocabulary which can increase their fluency (Ismail,2017).

Pictures Describing. A picture, also called an image, is a group of colours points on a flat surface that looks the same as something else. It helps to engage and arouse interest to students for developing speaking skills. Picture is a strong object for the students and other else, so it makes clear concept about the things while present in front of them. If the teachers are teaching English speaking skill in classroom with the different topic related pictures (Wahyuni, Maming & Sudarmanto 2019, p, 2). They can learn easily and express their thoughts, ideas, feelings with others and its make effective communicative classroom.

Storytelling. Storytelling is reading and listening activity that learners remember from reading and listening what they recognize both through speaking or writing. Storytelling is a way of developing speaking skill of students (Morrow, 1989). This technique is one of the appropriate ways to improve student's speaking skill specially to encourage students to speak in front public. It is a tool for developing student's anxiety in speaking

Teachers' Role in Classroom

Creating Basic Motivational Condition. Motivation refers to a process of including and stimulating an individual to act in certain manner. It helps to students to motivate in learning while teachers create motivation condition in classroom atmosphere. Teachers are created different motivational condition in crucial formation how to students are interested for learnt. Such as appropriate lecture behaviour and a good relationship with the students, a pleasant and supportive classroom atmosphere, a cohesive learner group with appropriate group norms.

Generating Students' Motivation. Motivation is important to increase student's expectations of success and their sense of self-efficacy. Teachers generate motivation for students in classroom when they feel difficult in their classroom.

Increasing the Students' Autonomy. Increasing the student's autonomy is influenced from the motivation of teachers. When students feel uncomfortable, teachers need to give their ideas and increase interest and abilities of students. They can engage in classroom activities autonomously by allowing them to make choice regarding their learning process and schoolwork.

Review of the Empirical Literature

Several research studies have been carried out by the various researches which one directly or indirectly concerned with teaching speaking skill. Thus, I have made the foundation of my research studied related to teaching speaking skill. Some of them are reviewed below:

Cullen (1988) carried out research to find out whether brainstorming is useful in teaching conversation. The result of the study that was brainstorming before speaking task was very useful activity that can be easily introduced in to language classroom or faced the properly conversation with others. This study showed that it does not help the students to become a better learner but also the teaching was fun activity which students enjoy and well worth trying out in your own classes.

Lui (2010) carried out research entitled "Arousing the College Students' Motivation in Speaking through Role Play". The study aimed to motivate the students

in speaking English through role play. It aimed to arouse the students' motivation of English speaking. In the study, two kind of English teaching activities for oral English class were design according to the result of problems analysis. The project was implemented and proved that the students in the target group became more interested in speaking English than the students in a control group. In the article, compared between control group's result and target group's result was obviously proved that compared with the traditional teaching methods, there were not any obvious changes of using oral tests method, but there were great changes of using role-play activity method on the aspect of arousing the students' motivation of English speaking. Motivation colours and shapes students' involvement in learning and stimulates that student's associate with this experience. Whenever students have a goal, there is something to achieve they arouse motivation and directed toward the goal.

In this article researcher focused to find out the positive results using motivating factors and techniques for developing speaking. Speaking skill is not possible to change using oral English test method, but if you have to bring to change in students speaking ability, students should engage in role-play activities method.

Khan and Ali (2010) conducted the research entitled "Improving the Speaking in English: The Students' Perspectives" to find out the improvement of speaking skill in English: students' perspectives, in district Charade (NWEP, PAKISTAN). The main objective of this study was finding out the students' perspectives. He used random sampling procedure with 40 students. He selected 1st and 2nd year level from government colleges. His questionnaire includes in descriptive in nature. Student's perspectives focus on qualitative method. The data was collected personally and tabulated in the form of counting frequencies and then analysed through percentages. Most of the students complained that enough time was not given for the improvement of speaking ability in the classroom. It can be said that English is being taught as a subject and not as a language.

Bashir et.al (2011) conducted the research entitled "Factor Effecting Students' English-Speaking Skill." The main aim of this study was to find out the factors effecting students English speaking. The authors included the five stages to teaching speaking skill. Firstly, beginners only listen but rarely speak. In this phase, learner may have some words in their receptive vocabulary. Learners try to speak but may not

be used correctly. Similarly, students have a good vocabulary of words and use simple phrases and sentences in his communication with others. Similarly, the intermediate fluency, English language learners able to use more complex sentences in speaking and writing to express opinion and their thoughts. Finally, the learners will be near-native in their ability to perform in content area learning. Students need continuous support from teachers in reading, writing and speaking.

In conclusion, the teachers and students use English as a medium of instruction. Students also reported the same. Both teachers and students were using interactive techniques for develop speaking skill.

Prasai (2014) carried out the research entitled “Strategies Used in Teaching Speaking.” The main aim of this study was to the find out result when the basic level English teachers used different teaching speaking strategies explored by Brown. Brown (1994) defines strategy as: specific method of approaching a problem or task, mode of operation for controlling and manipulating certain information. The researcher said that teaching strategies are those activities that conduct in the classroom systematically or in an organized way. This study showed that the teacher’s ability to what extent he can engage students in varieties of activities and enable them to be more imaginative, creative and communicative classes in teaching speaking skill.

Leong and Ahhmadi (2016) carried out research entitled “An Analysis of Factors Influencing Learner’s English-Speaking Skill.” The main objective of this study was to find out the affecting factors after using the various factors for teaching speaking. They used several factors for developing teaching speaking skill. Such as factors are: first factors are pertinent to performance condition impact speaking. Performance and these conditions involve time, pressure, planning, and the quality of performance. The second factors are related to affective ones. Oxford, (1990) said that one of the important factors in learning affective variables have been connected to second language actuation and motivation. The finding of this study showed that use of several mentioned factors in this paper have an important role in developing learners. The factors make learners confident and comfortable in their speaking skill.

Azlan, Zarakia and Yunus (2019) conducted his research on the topic “Developing Speaking Skill and Increase Motivation.” In this research study, their main concern was how to increase motivation. In this research, it was found that motivation was beneficial for teach conversation in that language’s classes. The finding of his study showed that introduce language classes. This study includes that the use of for motivated in generally divide into intrinsic and extrinsic factor that stimulate in the English activities. Its helps to students’ intrinsically motivated action are those done for satisfaction one gains from engaging in the activity itself by contrast extrinsically motivated refers to the need for an achievement to get a certain reward. The used of motivating factors became better tool making speakers. Additionally, it also gave the pleasure and enjoyment in teaching.

Kiruthga (2022) conducted research entitled “The Impact of Affective Factors in English Speaking Skills.” Her main objective of study was to find out the impact of affective factors in English speaking skills. The results of the study showed that several types of affective factors were used in teaching speaking skills which were in psychology affect. It refers to how certain are emotional factors that affect language learning. This may have both positive and negative emotional factors. In turn having a negative impact are negative emotional factors, and they are an important part of theories. This study showed that it does not only help to effective teaching but also motivation to effective teaching and increase the productivity of learners and stimulates them.

Pandey (2024) carried out research entitled “advancing English Language Teaching Through Survey Research: Methodology, Impacts and Application:” the main objectives of this study were characterized and investigate qualities of advancing English language teaching through survey research. Researcher can employ survey research as a method to gather data on the views, attitudes, behaviours, and demographics makeup of a population. A questionnaire may be mail or email, or it may be given during in-person or phone interview. Survey research design (SRD) emerges as a vital tool in English Language Teaching (ELT) and other field of applied linguistics, offering insights into the attitudes, behaviours, and characteristics of diverse populations. The finding revealed that advancing English language teaching

through survey research of views, attitudes, behaviours and demographics makeup of a populations.

Implications of Reviewed Literature

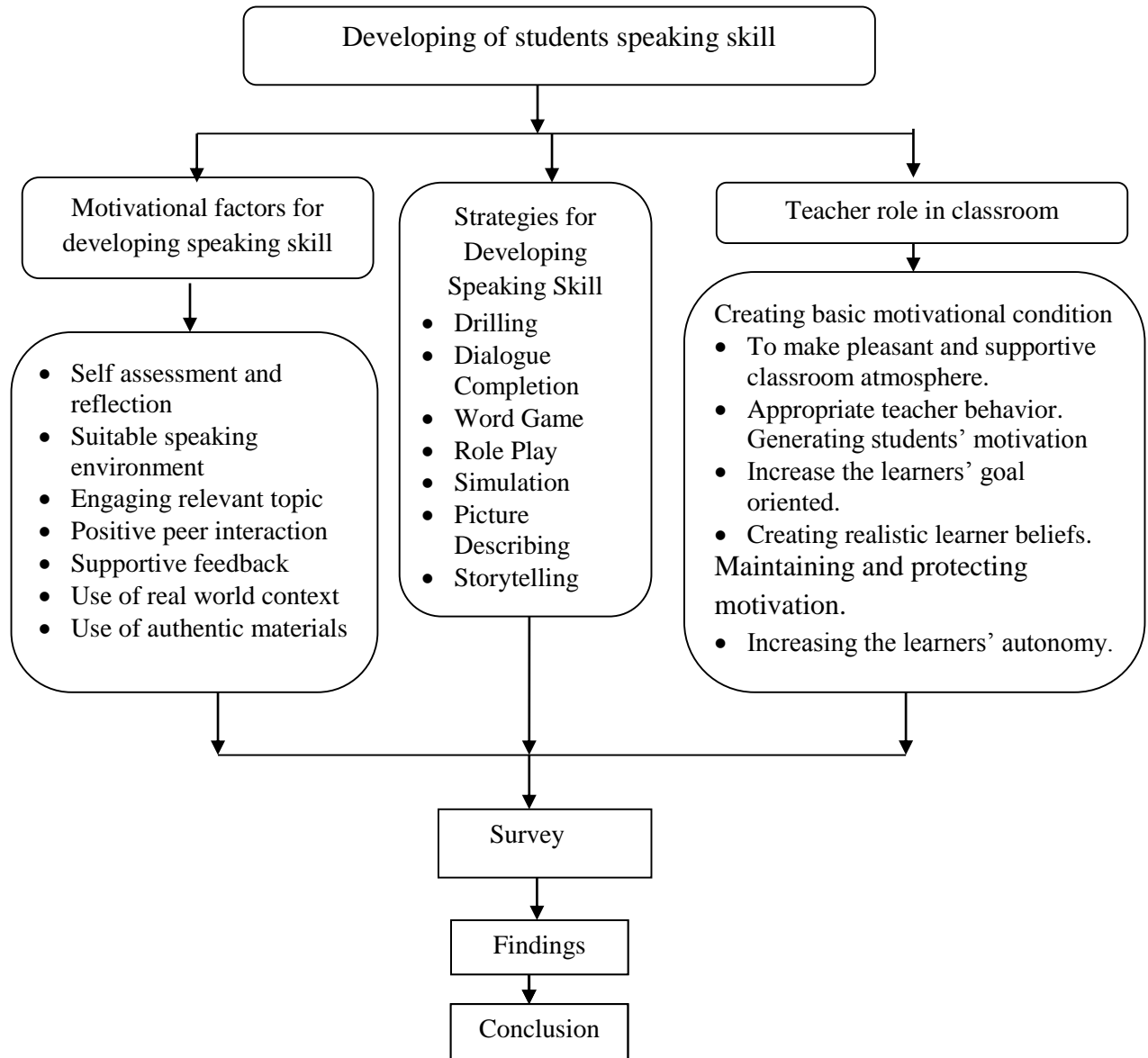
Both theoretical and empirical reviews help to guide the research objectives and findings of a research. So, it helped me to get comprehensive information about my research topic. The information that I collected in literature review helped me to focus on my study.

After reviewing the different articles by various scholars such as Azlan (2019), Cullen (1998), Kiruthiga & Christopher (2022), Prasai (2014), Khan (2010), Leong and Ahmadi (2016), Liu (2010) and so on, I got ideas to generate objectives of my study. Similarly, theoretical review helped me to develop research questions of my study. Literature review helped me to make more specific and objectives to my study. Theoretical review clarified the basic and broad concept about the perception of teachers towards motivating factors and techniques used in speaking.

I had reviewed different articles by various scholars. The reviewed articles presented different perceptions about motivating factors and techniques for developing speaking skill. The literature reviewed showed that all students are not equalled able in a class in speaking skill. So, speaking skill is a challenging skill among the four language skills. The different scholars' literature review showed different perceptions on their articles for using different factors and techniques. Therefore, different techniques assist to increase interest to students for learning. Theoretical review provided knowledge about the theories and guidelines to study about the engagement of students in developing speaking skill whereas empirical review assisted to understand motivating factors or techniques for developing speaking skill at basic level. Furthermore, both theoretical as well as empirical review supported me to find out research gap, to fix the design of research to generate research objectives and question and also to determined tools, method of data collection.

Conceptual Framework

Conceptual framework is the representation of theories by the researchers and their own conceptualization of the relationship between variables (Krebt, 2017). The appropriate conceptual framework for my study is drawn bellow;



Chapter 3

Methods and the Procedures of the Research

Methodology refers to the overall plan for conducting a research work. Any researcher should follow appropriate methodology and procedures then only the research study will accomplish well. Appropriate methodology helps the researchers to go on a right way in research work. This chapter incorporates systematic procedures and methods for the study. Given procedures and method were adapted in the study to fulfil above mentioned objectives and research questions.

Design and Method of the Study

Research can be conducted using qualitative as well as quantitative research design. I used quantitative research design to find out the perception of teachers about the motivating factors to develop speaking skill of basic level students. Quantitative research design is the process of collecting and analysing numerical data. Creswell (2014) defines quantitative research as an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers and analysed with statistical procedures, in order to determine whether with the predictive generalizations of the theory hold true.

I used survey research design under quantitative research. Survey is a quantitative method used for collecting data from a set of respondents and interprets statically. Survey research is defined as “the collection of information from a sample of individuals through their responses to questions” (Check & Schutt, 2012, p. 160) Pandey (2024, p. 128) argues "Surveys are extensively employed for data collection in several fields of social investigation, ranging from politics and sociology to education and linguistics." The goal of survey is to collect data about the particular subject matter and present the collected data in different figures and tables analysing the data. Survey research design is helpful for obtaining information describing characteristics of a large sample population of individuals within a short period of time. Therefore, I selected survey as the research design to collect information based on my study objective.

Nunan (1992, p.141 as cited in Pandey 2024 p. 127-141) suggests the following eight step procedures of survey research in a more comprehensive way. The present study followed the same procedures so as to abide the spirit of survey research;

Step 1: Define objectives

Step 2: Identify target population

Step3: Literature review

Step 4: Determine sample

Step 5: Identify survey instrument

Step 6: Design survey procedures

Step 7: Identify analytical procedures

The above-mentioned steps of survey research design, enabled me to find out necessary information (data) required to finalize the study.

Sources of Data

To accomplish the research work, the researcher used primary and secondary sources of data. The sources of data that I had used in my study are as follows;

Primary Sources of Data

Primary sources of data refer to the first- hand data gathered by the researcher himself/herself. Therefore, forty basic level English teachers of community school of Ilam took as the participants in this study. I had collected data using open-ended and close ended questionnaire.

Secondary Sources of Data

Secondary sources of data mean the data collected by someone else earlier using primary sources. I read journals, articles, government documents, websites and dissertations as the secondary sources of data collection. These sources of data had helped to complete my research effectively.

Population, Sample and Sampling Strategy of the Study

The population is entire group that I want to draw conclusion about. Similarly, a sample is the specific group that I was collected data from. The population of the

study were the teachers of basic level from community schools of Phakphokthum Rural Municipality, Ilam. Forty basic level English teachers from eleven community schools were selected using random sampling procedure as the sample of mu study.

Tools for Data Collection

Tool helps me to collect data and different formation. Questionnaire was my main data collection tool to address my purpose of the study. Open-ended and close ended questionnaires were effective tools to collect the perceptions which provided me reliable data to write the finding. Close-ended questionnaire was used for data collection applying Likert Method whereas open-ended questionnaire were used for writing with the selected participants.

Data Collection Procedures

Data were collected from primary as well as secondary sources. Questionnaire was the research tool for the data collection. This was the most important tool for data collection and secondary data were gathered from articles, journals related with the topic.

The primary data were collected from the respondents of survey design. I developed the format for the questionnaire before going into the field. Then, I got permission to conduct research at those selected community schools. To get permission for entering to those schools, I took formal letter from Tribhuvan University. Then, I had visited to the schools and consulted with principals stating the purpose and objectives of my study. I took permission with them to conduct questionnaire providing the set of questions including open-ended and close-ended questions. I collected their responses following all the ethical considerations. After collecting data, I expressed my gratitude to the schools for their support.

Data Analysis and Interpretation Procedure

The collected data were analysed and interpreted quantitatively to use factors enhancing for developing speaking skills of basic level students. After analysing the data, I inserted that information as the finding of my study. I checked the provided data and edited them. After editing them, I coded them and again recording was done

with the collected data. After that data was prepared and I tabulated them with description as the findings of the study.

Ethical Considerations

Ethical consideration is one of the most essential parts of any research. Every researcher should be aware about the ethical considerations while conducting any studies. Therefore, I also followed all the ethical considerations during my study. I was conscious and respectful regarding my respondents in term of their personalities, weakness and professional ethics. For this at first, I had taken approval from the department of English education, T.U and research guidance committee along with the objectives, the methodology and expected outcomes. I had made sure that privacy and identities of the respondents were safe guarded and confidential. I had given pseudo names for participants and schools identities with specifics codes or number to keep privacy. Overall, I considered and maintain the privacy, trustworthiness, objectivity, openness and credibility in my research.

Chapter 4

Analysis and Interpretation of Results

This chapter deals with the analysis and interpretation of collect data in details. The data were analysed descriptively. After the analysis of data, the enhancing factors and strategies for developing speaking skill by basic level English teachers are mentioned in different thematic chunks. This chapter consists of two parts to analyse enhancing factors use of strategies techniques for motivate students speaking skills at basic level. For this study two sets of questionnaires consisting of closed-ended and open-ended were used to collect the data regarding to find out the preferred techniques factors and strategies of enhancing motivation in speaking skill at basic level English teachers. In this chapter they obtained data were analysed properly and the results were integrated in a comprehensive way.

Analysis and Interpretation of the Data Obtained from Questionnaire

Language consists of four skills (i.e. Listening, speaking reading and writing). Though all four skills are important for a speaker to get mastery over the language, speaking skill is the most important for delivering information. People use different strategies to develop their speaking skill and they may face different problems as well.

In this chapter the systematically collected data were analysed and interpret using appropriate tools to fulfil the aforementioned objectives. In order to make the study of authentic and reliable a set of questionnaires of both types, i.e. open-ended and closed-ended questions were designed to ask the teachers. The main concern of asking questions to the English teacher was to analyse enhancing factors and to identify a strategy that enhances speaking skill. So, sub-section deals with the analysis and interpretation of the data based on the teachers' response. Both open-ended and closed-ended questions were asked. Open-ended questions were asked to get general information and opinion from the responded. Closed-ended questions were asked to get specific information. Such as strongly agree, agree, disagree, strongly disagree and undecided with the items asked. Altogether 12 open-ended and 21 closed-ended questions were asked to collect the data regarding the strategies employed while enhances speaking skill and problems that respondents have faced ways to be used to

solve problems etc. The data collected from closed-ended questionnaire have been systematically presented and analysed by using the following tables.

Interpretation and Discussion of Closed-ended Questions

The questions have been discussed and interpreted with the help of tables with their description.

Strategies Used to Develop Speaking Skill

Speaking skill is an important skill to all the learners because it influences other remaining skills too. To improve speaking skill, teachers used different techniques such as drilling, interaction, role-plays, pronunciation and so on. Regarding the theme, the researcher wanted to know what kinds of strategies were used by teacher while teaching speaking tabulated below which provides detail information.

Table 1

Strategies Used to Develop Speaking Skill

Statements	S.A.		A		UN		D		S.D	
	F	%	F	%	F	%	F	%	F	%
Discussion	20	50	10	25	8	20	2	5	-	-
Collaborative conversation	18	45	18	45	4	10	-	-	-	-
Face to face conversation	18	45	20	50	2	5	-	-	-	-
Intelligible pronunciation plays	18	45	16	40	6	15	-	-	-	-
Provide ample of exposure	16	40	20	50	4	10	-	-	-	-
Effective teaching learning	19	47.5	18	45	3	7.5	-	-	-	-
Sufficient materials, strategies and techniques	18	45	20	50	2	5	-	-	-	-
Interaction and Joyful environment	12	30	16	40	8	20	4	10	-	-
Motivation	18	45	20	50	2	5	-	-	-	-

SD = strongly agree, A = Agree, UN = undecided, D = disagree, SD = strongly agree, F= Frequency

Table 1 shows that the teachers used various strategies to develop speaking skill of students. The table shows that 50% of teachers strongly agreed and used discussion as a strategy. Similarly, 25% teachers agreed that discussion strategy enhances speaking skill in students. This also shows that 75% teachers were found using discussion method for improving speaking skill of students. Likewise, 90% teachers agreed that collaborative conversation increases speaking skill. In the same way, 95% teachers were agreed that face to face conversation to use as a proper strategy for develop their students' speaking skill. Likewise, 45% of teachers strongly agreed and used intelligible pronunciation plays as a strategy. Similarly, 40% teachers again agreed that intelligible pronunciation plays to improving students speaking skill. This shows that 95% teachers were found using intelligible pronunciation that plays vital role for developing speaking skill of students. Another strategy is providing ample of exposure where 90% teachers agreed that provide ample of exposure increases speaking skill. In the same way, 92.5% teachers agreed that effective teaching learning helps to develop students speaking skill. Likewise, 95% teachers agreed that sufficient materials, strategies and techniques were used to develop speaking skill. Similarly, 70% teachers agreed that interaction and joyful environment increase students speaking skill. In the same way, 45% of teachers strongly agreed and used motivation as a strategy. Similarly, 50% teacher again agreed that motivation develop speaking skill. This shows that 95% teachers were found using motivation for improving speaking of students

In conclusion, analysis of data shows that most of the teachers were found using various strategies for developing students' speaking skill. Teachers and students were found engaging positively in English language speaking to make conversation successful. These are the techniques used by teachers such as face to face conversation, as well as sufficient materials and motivation are high rank as a technique similarly, provide ample of exposure, collaborative conversation, intelligible pronunciation plays, interaction and joyful environments are crucial techniques are presented in hierarchy for teaching developing speaking skill. It can be interpreted that majority of the students hesitate to speak which was a problem for developing speaking skill. Face to face conversation helps the student's speaking ability. Students make their English language useful when they are participating in face-to-face conversation with competent English language teacher to develop

speaking skill. Similarly, intelligible pronunciation plays vital role in conversation for successful communication. Additionally, while teachers provide ample exposure to the students in English language speaking, it's an opportunity to them for improving speaking skill. It can be gathered using English language with the intimate friends or make frank relation to English teacher and build self-confidence to participate in oral interaction. Uses of effective teaching learning materials can encourage students to take participate in speaking skill. So, according to responded results teaching materials play vital role in English speaking classroom. It makes students active and effective classroom with happy atmosphere. Regarding the statement, 95 percent agreed which means motivation is a positive strategy that can be used to develop speaking skill. Teachers use different strategies such as discussion, collaborative conversation, face to face conversation, pronunciation plays, ample exposure, effecting teaching learning, sufficient teaching materials, interaction and joyful environment and motivation these are strategies teacher use to develop speaking skill in students.

Engaging Students in Interaction

Engaging students for interaction developing speaking skills. It helps to share their feeling, thoughts, and ideas. Speaking skill is necessary with various strategies and motivational factors which help to speak effectively and fluently. Interaction is also an important factor during teaching speaking skill. So, I asked a question to the respondents how you engage your students in teaching speaking skill. The collected data regarding this is presented below;

Table 2

Engagement Students in Interaction

Item	Response	
	Frequency	Percentage
Always	13	35
Usually	7	17.5
Sometimes	14	35
Rarely	6	15
Never	0	0.00

Table 2 presents the responses regarding engagement students in interaction while teaching speaking skill. It shows that 35% present teachers always used interaction strategy to engage students in class. Likewise, 17.5% teachers usually used interaction strategy to engage students in class. In the same way, 35% teachers found using interaction strategy only sometime to engage students in class. Similarly, 15% teachers rarely used interaction strategy to engage students in class. Different patterns motivate to students for enhancing speaking skill of students. Table 2 shows that students were found actively engage in interaction activities.

Techniques Used for Speaking

Teaching techniques refer to the methods and strategies used by teachers to share knowledge and facilitate for students while teaching speaking skill which help the students to speak properly and fluently in interactive activities. So, I asked a question to find out the techniques those were used by teachers during enhancing speaking skill of students. Therefore, collected responses are presented here;

Table 3

Techniques Used for Speaking

Item	Response	
	Frequency	Percentage
Discussion	16	40
Group work	8	20
Pair work	4	10
Role-play	10	25
Strip play	2	5

Aforementioned table reveals the opinions of teachers based on techniques used for speaking skill. The first technique is related with discussion which helps to develop speaking skill of students. It shows 40% teachers used discussion as a strategy to develop speaking skill. Similarly, 20% teachers used group work as a strategy while teaching speaking skill. Likewise, 10% teachers used pair work as a technique which is improved of students English speaking skill. In the same way, 25% teachers used role play as a technique to develop students' speaking skill. They felt comfort with friends and students participate in speaking skill. And 5% teachers

were found using strip play as a technique. This result reveals that majority of the respondents said discussion as a best technique to developing speaking skill. Thus, table 3 shows that the most of the teachers teach by using relevant teaching techniques to developing speaking skills like as discussion, role play and group work.

Problems Faced While Developing Speaking Skill

Speaking skill needs various strategies and motivational factors which help the students to speak efficiently and fluency. Different problems might occur during teaching speaking skill. So, I asked a question to find out the problems those were faced by teachers during enhancing speaking skill of students. Students faced different problems while developing speaking skill regarding this, a question was asked which are recorded in table no.4 below

Table 4

Problems Faced in Lack Exposure

Item	Response	
	Frequency	Percentage
Mother tongue use	10	25
Lack exposure	16	40
Feeling of fear and	8	20
Embarrassment	4	10
Uneven participation	2	5

Presented table shows that the problems faced while they speak. The first problem was related with use of mother tongue. Regarding with this, 25% teachers consider that use of mother tongue in the English classroom as a problem. That interface hinders students speaking skill. Similarly, 40% teachers felt difficulties due to the lack exposure while teaching speaking skill. In the same way, 15% teachers were found to be in problem due to fear. Likewise, 10% teachers felt difficulties because of embarrassment while teaching speaking skill. And 5% teachers got difficulties in uneven participation. Thus, table 4 shows that most common problem is lack of exposure, mother tongue, feeling of fear while improving students' speaking skill.

Problems Faced While Developing Speaking Skill in Lack Exposure

Speaking skill needs various strategies and motivational factors which help to students to speak efficiently and fluency. Different problems might occur during teaching speaking skill. So, I asked a question to find out the problems those were faced by teachers during enhancing speaking skill of students. The collected data is presented below with different variables.

Table 5

Problems Faced while use of mother tongue

Item	Response	
	Frequency	Percentage
Use of mother tongue	10	25
Use of English only	8	20
Uneven participation	10	25
Lack exposure	6	15
All of the above	6	15

Table 5 shows some problems faced by teachers while teaching speaking skill. The first problem was related with use of mother tongue factors. Relating with this 25% teacher responded that they were facing difficulties in use of mother tongue language speaker. Likewise, 20% teachers felt difficulties to use English while teaching speaking skill. In the same way, 25% teachers were found to be in problem due to uneven participation factors. And 15% teachers got difficulties in lack of exposure. Lastly, again 15% teachers were faced problem in all the given skill. From this, it was clear, most of the teachers' felt problems due to mother tongue as well as uneven participation in communication while teachers teaching English language skill.

Problems Faced used of Mother Tongue

Speaking skill needs various strategies and motivational factors which help to students to speak efficiently and fluency. Different problems might occur during teaching speaking skill. So, I asked a question to find out the problems those were faced by teachers during enhancing speaking skill of students. The collected data is presented below with different four variables.

Table 6*Problems Faced in Pronunciation Skill*

Item	Response	
	Frequency	Percentage
Pronunciation skill	14	35
Communication skill	18	45
Sociolinguistics skill	6	15
All of the above	2	5

Table 6 presents some problems faced by teachers while teaching speaking skill. The first problem was related with pronunciation skill. Relating with this, 35% teacher responded that they were facing difficulties in pronunciation skill. Likewise, 45% teachers felt difficulties in communication skill while teaching speaking. In the same way only, 15% teachers were found to be in problem due to sociolinguistic factors. And 5% teachers got difficulty in all the given skill. Thus, table 6 shows that the most of the students' problems were communication skill and pronunciation skills of students while teaching speaking skills.

Problems Faced While Developing Pronunciation Skill

Speaking skill needs various strategies and motivational factors which help to students to speak efficiently and fluency. Different problems might occur during teaching speaking skill. So, I asked a question to find out the problems those were faced by teachers during enhancing speaking skill of students. The collected data is presented below with different four variables.

Table 7*Problems Faced only in Classroom Speaker While Developing Speaking Skill*

Item	Response	
	Frequency	Percentage
Only in classroom	20	50
Out of the class as well	14	35
Both of the above	4	10
None of the above	2	5

Table 7 shows some problems faced by teachers while teaching speaking skill. Half of the teachers get 50% students' problem in speaking in classroom. Relating with 35% teachers responded that they were facing difficulties in out of the class also. In the same way, 10% teachers were found to be in problem due to both of the above. And 5% teachers did not get difficulty. From the table 7 shows that most problem of the student were participated only in classroom communication skill.

Techniques to Develop Speaking Skill for Shy Students

Speaking skill is a part of the four-language skill listening, speaking, reading and writing. Speaking skill is also known as a productive skill where the main point of speaking skill is to communicate orally. Different techniques might be used during teaching speaking skill. So, I asked a question to used techniques for develop speaking skill for shy students. The collected data revealed is presented below using four different variables.

Table 8

Techniques to Develop Speaking Skill for Shy Students

Item	Response	
	Frequency	Percentage
By motivating	18	45
By discussion the Importance of English	8	20
By praising students Answer	6	15
By encouraging students for participation	8	20

Table 8 presents some techniques used by teachers while teaching speaking skill. The first technique was related with motivation factors. According to this, 45% teachers responded that they used motivation while teaching speaking skill. Likewise, 20% teachers used discussion as a technique for improvement of shy students' English-speaking skill. In the same way, only 15% teachers used praising students' answer that motivates students to continue the hard work in developing their speaking skill. And 20% teachers found encouraging students for participation as a technique while teaching speaking English skill. This indicates that most of the students were found speaking English language while they are motivated.

Interpretation and Discussion of Open-ended Questions

I collected information about the perception of teachers about the enhancing motivation in speaking skill using open-ended questionnaire for the teachers. In order to collect the information, I used 11 open-ended questionnaires for the teachers. Ten teachers were selected conveniently as respondents of the questionnaire. The collected data through open-ended questionnaires were analysed, interpreted and presented using different thematic chunks. The analysed information from the questions is presented below;

Used of Dialogue

There are various aspects/ sub skills of speaking skill which help for developing speaking ability to the students. Pronunciation, drilling, dialogue are some aspects of speaking skill. Regarding this, the researcher asked a few questions to the respondents to find out about the speaking skill and aspects performance. The first question that was asked to the respondents was ‘Do you teach speaking to your student?’ This question was asked to know whether the teacher teaches or not about speaking of textbook. Some respondent’s representative opinions are present below; likewise, T1 said *“Yes! I teach speaking skill because speaking skill is useful for learner and it helps students to engage in interaction.”* Similarly, T2 replied: *“Yes! I teach speaking skill and it plays a vital role as everything depends on the way how people communicate their messages with others to participate actively in pair or group activities in the classroom.”* Likewise, T3 responded: *“Yes! I teach speaking and text too.”*

After analysing the perception of teacher, it was found most of the teachers were teaching speaking skill. Speaking skill plays vital role as everything depends on the way how people communicate their messages with others.

Another question was asked to know the aspects/ sub skills which were used by teachers to enhance speaking skill of students. The question was ‘What aspects or sub skills of speaking do you teach?’ in the response of this question, teachers had given their own perspectives. Likewise, T1 said: *“I teach different aspect or sub skills of speaking such as pronunciation, fluency, speaking in the form of discourse and spontaneously speaking.”* Similarly, T2 said: *“I teach pronunciation and fluency.”*

Similarly, T3 said: *“Pronunciation, repetition, and turn talking are some sub skills of speaking that I use.”*

After analysing above mentioned responses, it shows that all the respondents used different skills while teaching speaking skill in classroom and also, they do all the activities given in the textbook about speaking skill. All respondents wanted to improve their English-speaking skill and wanted to get good qualities from their schools' results. Similarly, the respondent used different factors and sub skills to teach speaking skills which as following; pronunciation, fluency, grammar, vocabulary, fluency like native ascent, and repetition, turn taking are same sub skills of speaking skills.

Used of Group Conversation

The teachers were asked another open-ended questionnaire regarding engagement of students to develop speaking in activities. Most of the respondents presented similar answers to the questions. In this regard some representative responses are given below: Similarly, T1 said; *“I engage my students in speaking activities by creating situation, giving clues and roles to guide them.”* Likewise, T2 replied; *“Yes! I use pictorial aids which is pretty much helps because demonstrating materials, students can encourage to participate in speaking.”* Similarly, T3 said; *“Divided students into different groups ask them to discussion giving a topic and ask them to present in the class, also I organize speech competition within a certain span of time.”* Another T4 said; *“Yes! It helps describing the situation and creating them.”*

From the above responses, it seems that teachers made engagement of students in speaking skill to be effective such as; fluently speaking, good communication skill, use of sufficient teaching approaches, proper use of teaching aids and pictorials whereas some other teachers responded that it was difficult to follow in large class. They organized speech competition within certain span of time. Some other techniques such as group work, pair work were found to be used. This kind of activities can help students to speak easily, smoothly and expressively because it is more attractive method. It helps to the students to speak confidently and powerfully.

Another question was asked which was related with the use of pictorial aids at classroom and how does help for developing of skills. The responses showed that they

were always prepared to use picture which helped students to engage in speaking activities. It helps to describe the situation and creating them interesting environment and it can be encouraged to participate in speaking.

Motivational Factors

There are various motivational factors in speaking skill which help for developing speaking ability to the students. Safe environment, collaboration in peer interaction, supportive feedbacks etc. are some motivated factors of speaking skill. Regarding this, the researcher asked a few questions to the respondents to find out about motivating factors of speaking skills which help to enhance students' performance.

The first question that was asked to the respondents was "How do you motivate students to Enhance their speaking skills?" This question was asked to know whether the teachers motivated to them to use different factors while developing speaking skill of students. In this regard, some representative responses are given below: In these ways, T1 said; *"Creating exposure in the classroom motivates students because that completes them to speak English."* Similarly, T2 said; *"I motivate them presenting model, creating humours and neglecting simple mistake of them."* Likewise, T3 replied; *"Interested factors about their interesting field motivate for speaking their interested things."*

After analysing the perception of teachers, it was found that they used various motivating factors for developing speaking skills of students. Respondents described motivating factors to make students understandable, normalizing comfort to learnt subject matter use of various factors.

In these ways, teachers presented some factors that should be used in the classroom. Motivating factors help the teachers to run classes smoothly and comfortably. According to the responses, motivating factors should be simple, practical and flexible. Similarly, another question was asked about the factors that motivate students in speaking activities with reasons. In this regard some representative responses are given below; Likewise, T1 said; *"Reinforcement because it makes speaking skill hopeful and successful."* Similarly, T2 response; *"Safe environment, collaboration, creativity, interaction, sharing ideas etc. motivate*

students in speaking.” Likewise, T3 replied; *“There are five factors which motivate students in speaking activities they are motivational sub system self-confidence, specified, motivational components, teachers’ specific motivational. There are two main reasons to motivate students in speaking i.e. to give students practice of language items vocabulary, grammar, factions etc.”*

In conclusion, every English teacher had their unique way of presenting themselves in front of the students. They were using different ways for encouraging and improving their level of English. Most of the teachers found to be focusing on encouragement of students to use various factors.

Used of Role Play

A technique refers to the ways of teaching, performing, managing and fostering environments. Teachers should have ability and skill to use techniques in the classroom effectively. Regarding this, I asked question to the teachers, "In your opinion, what are the role of interaction to make students active in speaking? And another question was "Do you provide opportunity for the students to describe picture? Why? Regarding this, almost all teachers had similar opinion regarding the questions. Some responses are presented here to clarify the questions which is below: Similarly, T1 replied; *“Role-playing, dramatizing, personification, information gap activities.”* Likewise, T2 said; *“Generally, I use grammar translation method, communicative approach for the text and deductive method to teach grammar.”* Similarly, T3 replied; *“Yes! Making group, buzz, seminar etc. It makes to develop speaking skills leadership and avoids hesitation.”*

In these ways, teachers presented some techniques that should be applied in the classroom. Techniques help teachers to run their class smoothly and systematically. According to the responses of teachers about techniques should be simple, practical and flexible.

Used of Picture

Opportunity of self-presentation for students leads towards progress and increase students’ confidences. Therefore, two questions were asked to the teachers being based on opportunity of self-presentation. The first question was "Do you allow

students for self-presentation? If yes, why?" Answering the question, teachers presented their own perspectives. Some common perspectives are presented here below; Similarly, T1 Response; *"Yes! It increases self-confidence and fluency."* Likewise, T2 replied; *"I allow students for self-presentation to build their confidence and enhance their speaking skill."* Similarly, T3 said; *"Yes! I allow students for self-presentation because it refers to how people attempt to present themselves to control shape how others view. It involves expressing oneself and behaving in ways that create a desire impression. It is the part of abraders set of behaviours called impression management."*

After analysing the perception of teachers, it was found that most of the teachers provided opportunity to the students for self-presentation which helped students to increase their confidence while teaching speaking skill.

Another question was asked whether teachers provided the opportunity for the students to describe picture with reason. In this regard representative responses are given below: Similarly, T2 replied; *"Yes! I provided opportunity for the students to describe picture because it develops students thinking power. It promotes students' talking capacity. If don't provide opportunity their vocabulary power and speaking power won't develop."* Similarly, T2 said; *"Yes! I provide opportunity for the students to describe picture because it helps to develop speaking skill unknowingly and also develop the habit to participate in those activities."* Likewise, T3 Said; *"Yes! It develops speaking skill to present their opinions without hesitation."*

In conclusion, perspectives of teachers showed that teachers were found to be provided opportunity for self-presentation. It helps to promote talking capacity, develop speaking skill unknowingly and develop the habit of participating in those activities.

Used of Conversation

Strategies refer to the ways of teaching, performing, managing and fostering environment. Teachers should have ability and skill to use strategies in the classroom effectively. Regarding this, I asked question to the teachers; in your opinion, what strategies do you apply to solve problems occurred while teaching speaking? Almost all teachers had similar opinion regarding the question. A few teachers had opined

differently. Some responses are presented here to clarify the question; Likewise, T1 replied; *“To develop speaking ability of the students, some strategies that can be used to teach speaking are including role play, simulation, drilling, discussion, storytelling presentation and communication games.”* Similarly, T2 said; *“I mostly use interaction method, focusing on vocabulary and grammar setting goal.”* Likewise, T3 said; *“There is no exact strategy it depends on to the facilitator.”*

In these ways, teachers use their own style of teaching. Style varies with individual to individual. But some styles that can be applied in the classroom for effective teaching learning process are proper use of assessment tool, project work, and weekly test explanation in simple language etc.

Chapter 5

Findings, Conclusions and Recommendations

In this chapter the researcher had presented the whole finding of the study and conclusion was drawn on the basis of finding and provided some recommendation based on the data analysis and interpretation along with chapter four. The following findings conclusion and recommendations of the study had been derived based on the analysed data. The researcher had presented the findings so that it would be comprehensible for the concerned readers.

Finding

The major findings of the close-ended and open-ended are as follow;

- a. The most commonly used strategies for teaching speaking skill by basic level teacher were role play, interaction method, and focussing on vocabulary.
- b. Most of the teachers used interactive activities, pronunciation, and spontaneously speaking activities for teaching speaking skill.
- c. Most of the teachers and students actively participate in speaking while teaching speaking skill.
- d. All respondents used to provide feedback to the students while teaching speaking skill.
- e. Most of the respondents used student centred strategies for teaching speaking skill to the basic level students.
- f. The researcher found that some students didn't actively participate in the activities and they didn't actively listen while teaching speaking activities, similarly, some students didn't ask question to the teachers.
- g. A significant majority of respondents (50 percent strongly agreed that the teacher should be organized techniques and managed time well.
- h. For speaking activities, a majority of respondents agreed on the effectiveness of using examples, role play, communicative games, dramatization and discussion and some respondents disagreed.

- i. Regarding the teachers' activities most of respondents agreed that exercises should be interesting to all students, and there should be interaction between the teacher and students as well as between students.

Summary

The aim of the research study entitled “Enhancing motivation in speaking at basic level” is to investigate the various strategies utilized by basic level English teachers in teaching is an essential skill. That plays a significant role in communication, and it is important for teachers to acquire this skill. The researcher examines the different approaches and method that teachers use, including traditional and modern, such as role playing, group discussion, pair discussion, simulation, drilling, storytelling, presentation, communication games, translation, explanation, clues, buzz, interaction method, focusing on vocabulary etc.

The study utilizes survey research methods which had features of both qualitative and quantitative analysis. The researcher reveals the most commonly used strategies by basic level English teachers and study suggested some pedagogical implication teachers. The study provided valuable insight and recommendations for English language teacher to improve their teaching practices and enhance the speaking skills of their students and ultimately contributes to the education at basic level.

Conclusion

As the study aimed to explore the perceptions of lower secondary level English teachers used strategies to developing speaking skill at basic level. The researcher had collected different information and data related with the objectives of the survey study. Different opinions of teachers were collected and analyzed the data carefully. During this, the researcher found that generally effective English language teachers have some common strategies for teaching speaking skill to basic level students such as proficiency on subject matter, competency in communication skills, ability of using technology sufficiently and efficiently linking with subject matter. A range of teaching strategies were utilized by teachers to enhance their students' speaking abilities. Variety of teaching strategies used by teachers to teach such as, role-play, dramatizing, personification, interaction method, focusing on vocabulary, grammar

setting goal, transaction, explanation, clues, making group discussion, buzz, simulation, drilling, storytelling, providing positive feedback etc. Among them mostly used strategies are role play, group discussion and interaction method, focusing on vocabulary which are used by the teachers for developing speaking skills at basic level students. This indicated that teachers used diverse methods to engage students and improve their speaking skill.

The researcher found some features that an effective English language teacher should have feasible, adaptable, skilled and qualified teachers are desired by the student which was clear from the responses of the teachers. Similarly, effective English language teacher should use various strategies, follow proper rules of grammar, allow students for discussion. Role-play, self-presentation, explanation, clue motive students with critical thinking etc. are some motivating factors for improving speaking skill. The finding of the study showed that effective English teacher is those who make students understandable and confident in speaking skill using easy teaching method. Therefore, one of the key points regarding the conclusion of the research is that English teacher should have capabilities activities such as; self-assessment and reflection, suitable speaking environment, engaging relevant topic, supportive feedback, authentic materials. The researcher found that using interaction method, dramatizing, effectively engaged students in speaking activities and improved their speaking skill.

Implications

In accordance with the outcomes of results, some recommendations have been listed out. A recommendation is advice or favourable opinion based on the analysis. Therefore, some recommendations have been recommended for policy, practice and further research which have been presented here in different themes;

Policy Related

The findings of the study revealed that self-assessment and reflection, engaging relevant topic, positive peer interaction, and supportive feedback of teachers play major role to be an effective English teacher. The government should improve speaking skill of the basic level in English language. Government should be aware of

the practices, needs and importance of speaking skill at basic level. So, this study encompasses all the following things which are quite beneficial for the policy makers:

- The outcome of the research helps the government to develop effective/practical policies about teacher professional development.
- Teachers' trainer should encourage the English teachers to employ learner centred strategies in course of teaching and learning.
- It will be effective for ministry of education to design educational plans and implements books that cover a variety of techniques and processes as well as materials that address learners' difficulties with everyday speech.
- The government should provide more teaching materials that are helpful in developing speaking skill.

Practice Related

The implication of the research study in the practices field or day to day life is kept under practice level. This study is related to the practical field of the English language teaching and learning. The English language practitioners use varieties of methods and materials with subject matter things such as, curriculum developer, linguistics, textbook, writers, materials producers, teachers, supervisors and so on. The experimental group performed all linguistic tasks more effectively than the control group.

- The use of interaction group performed all linguistics tasks more effectively than the control group.
- This study becomes an asset for ELT practitioner/ teachers to conduct different types of research related to English teaching and learning.
- Particularly English teachers can take help from the finding of the study.
- Even hesitant students can benefit from this method of instruction. They can improve their communication skill.

Further Research

I hope the present study would be fruitful to conduct further research. It is one step of study in strategies for developing speaking skill. Speaking is the most powerful skill in communication. It requires continuous practice along with other

language skills. (i.e. listening, reading and writing skill) to be competent speaker. The new researcher can identify strategies employed for developing other skill of language i.e. listening, reading and writing. Similarly, the study can be conducted on various learning strategies as interaction method, focusing on vocabulary, strong telling, buzz strategies etc in English language. All the new researches who are interested in this field would certainly be benefited by this study.

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Open-ended Questionnaire for the Respondents

Dear Sir/ Madam

I am **Deu Kumari Mukhiya**, a student of Central Department of English, Tribhuvan University, Kirtipur. I am writing to invite you to participate in my research study that I am conducting entitled “**Enhancing Motivation in Speaking at Basic Level Teachers of Community School.**” the purpose of the research study is to explore the perception of students regarding effective English teachers identifying the main strategies to the developed their students at basic level. This research is being conducted under the supervision of **Prof. Dr. Gopal Prasad Pandey**, a dedicated professor of Tribhuvan University for the partial fulfilment of the course Master of English in Education.

Your participation is crucial as it will provide valuable information collected will be kept strictly confidential and will not be disclosed for any purposes. Therefore, I kindly request for your participation and highly appreciate your contribution of accurate and honest information for the study.

Sincerely,

Deu Kumari Mukhiya

Department of English Education

Tribhuvan University

Appendix-I

Open-ended Questionnaire for the Respondents

1. Do you teach speaking to your students?
2. What aspects or sub skills of speaking do you teach?
3. How do you engage your students in speaking activities? Why?
4. How do you motivate students to enhance their speaking skills?
5. Do you use pictorial aids at classroom? If yes, how does it help for the development of speaking skill?
6. Do you interact with students? What is the role of interaction to make students active in speaking skills?
7. Do you allow students for self-presentation? If yes why?
8. What factors do motivate students in speaking activities? Why?
9. Do you provide opportunity for the students to describe picture why/why not?
10. What techniques do you use in teaching speaking skill?
11. What strategies do you apply to solve problems occurred while teaching speaking?

Appendix-II

Close-ended questionnaire for the respondents

Strategies Used to develop speaking skill

1. Students and teacher should engage in discussion to generate strategies for developing speaking skill.
a) Strongly agree b) Agree
c) Undecided d) Disagree e) Strong disagree
2. Collaborative conversation is one of the strategies for developing speaking skill.
a) Agree b) Strongly agree
b) Disagree d) Strongly disagree e) Undecided
3. Students' speaking ability can be enhanced when they are involved in face to face conversation with competent English language speakers where they can develop speaking skill well.
a) Agree b) Strongly agree
c) Disagree d) strongly disagree e) Undecided
4. Intelligible pronunciation plays vital role in conversation for successful communication.
a) Agree b) Strong agree
c) Disagree d) strongly disagree e) Undecided
5. To provide students with ample exposure in speaking is one of the better ways to develop speaking skill.
a) Strongly agree b) agree
c) Disagree d) strongly disagree e) undecided
6. Use effectively teaching learning materials should encourage students to take participant in speaking activities.
a) Strongly agree b) agree
c) Disagree d) strongly disagree e) undecided
7. An English language teacher use sufficient techniques and strategies about subject matter while teacher teaching speaking skill.
a) Strongly agree b) agree
c) Disagree d) strongly disagree e) undecided
8. An English class should interactive and joyful.
a) Strongly agree b) agree
c) Disagree d) strongly disagree e) undecided

9. Motivation plays vital role for developing language skill.
- a) Strongly agree b) agree
c) Disagree d) strongly disagree e) undecided

Engagement students in interaction

10. Do you engage students in interaction while they providing input in speaking skill?
- a) Always b) Usually
c) Sometimes d) Rarely e) Never
11. How often do you involve your students in pair work to provide input in speaking skill?
- a) Always b) Usually
c) Sometimes d) Rarely e) Never
12. Drilling provides input for English speaking.
- a) Always b) Usually
c) Sometimes d) Rarely e) Never
13. I encourage my students for presentation.
- a) Always b) Usually
c) Sometimes d) Rarely e) Never
14. I engage my students for collaborative work.
- a) Always b) Usually
c) Sometimes d) Rarely e) Never
15. How often do you conduct group work in teaching speaking skills?
- a) Always b) Usually
c) Sometimes d) Rarely e) Never
16. How do you use pictures for providing input?
- a) Always b) Usually
c) Sometimes d) Rarely e) Never

Techniques used for speaking

17. What techniques do you use while teaching speaking?
- a) Discussion b) Group work
c) Pair works d) Role play e) Strip story

Problems faced while developing speaking skill

17. Which of the following problems do you think is most common for developing speaking skill?
 - a) Mother tongue use
 - b) Lack of exposure
 - c) Feeling of fear and embracement
 - d) Uneven participation
18. Which of the following problems do (EFL) English as foreign language learners' use for develop speaking skill?
 - a) Use of mother tongue
 - b) Lack of exposure
 - c) Use of English only
 - d) Uneven participation
 - e) All of the above
19. In which of the following skills do you focus while developing speaking skill?
 - a) Pronunciation skills
 - b) Communication skills
 - c) Sociolinguistics skills
 - d) All of the above
20. In which of the following skills do you face problems while teaching speaking skill?
 - a) Only in classroom
 - b) Out of the class as well
 - c) Both of the above
 - d) None of the above
21. How do you teach the shy students who do not like to participate in classroom activities?
 - a) By motivating
 - b) By discussing the importance of English language
 - c) By praising students answer
 - d) By encouraging students for participation

Close-ended Questionnaire for Teachers

Dear Sir/Madam

You have been invited to participate in the research study titled “**Enhancing Motivation in Speaking at Basic Level of Community School**” which aimed to explore the perception of teachers about enhancing motivation in speaking skill at basic level students’ with their effective strategies as well as factors of them. This research is being conducted under the supervision of Prof. Dr. Gopal Prasad Pandey, a dedicated professor of Tribhuvan University for the partial fulfilment of Master in English Education. I would be grateful if you could participate and answer the questions. Your cooperation and support are highly appreciated.

Sincerely,

Deu Kumari Mukhiya

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